



Real-World Career Experiences
Exploring

EXPLORING GUIDEBOOK

**FOR ADULT AND
YOUTH LEADERS**

**Career
Opportunities**

**Leadership
Experience**

**Character
Education**

Citizenship

Life Skills

Contents

Welcome to Exploring

What Is Exploring?	4
Posts vs. Clubs	6
Mission, Vision, and History of Exploring	7
As You Begin This Guidebook	8
Quick Start	9

Chapter One: Understanding Your Role as an Adult Leader

Introduction	11
Adult Volunteer Leadership Position Descriptions	12
11 Exploring Leadership Skills	21
How to Teach a Skill	23
Problem-Solving Skills for Explorers	25
Instructions for Ethical Controversy Activities and the Ethics Forum	27
How Your Local Council Can Help You	29

Chapter Two: Developing a Community of Youth Leaders

Reflection: Why Do We Reflect?	32
Leadership Reflection.....	35
Advisor/Sponsor Reflection.....	35
Facilitating Reflective Checkups	35

Chapter Three: Getting Your Program Up and Running

The Four Phases of Starting an Exploring Program.....	37
Five Program Emphases	46
All-in-One Program Planning Meeting.....	47
The Open House	52
Election of Youth Officers	55
Transitioning Your Program to Youth Leaders	57
Registering and Renewing Your Program Each Year.....	62

Chapter Four: Awards and Recognitions

Career Achievement Award.....	63
Congressional Award	64
Exploring Leadership Certificate	64
Journey to Excellence	64

Leadership Award Program.....	65
Lifesaving Award	65
Meritorious Action Award	66
Learning for Life Foundation Society Award	66
President's Volunteer Service Award.....	66
Proficiency Awards for Law Enforcement and Fire Exploring Programs.....	67
William H. Spurgeon Award.....	70

Chapter Five: Health and Safety Standards

Introduction	71
Reporting Procedures	71
Safety First Guidelines	71
Training	72

Chapter Six: Council or District Exploring Committee

Objectives.....	73
Resources	74
Committee Structure	74
Service Team	75
Marketing Team	76
Program Team	76

Chapter Seven: For the Youth Leader

Welcome to Exploring!	82
Youth Section One: A Youth Leader's Role and Responsibilities	85
Youth Section Two: Your Role in the First Three Months	100
Youth Section Three: Becoming and Being a Leader	105
Youth Section Four: Planning Your Post's or Club's Program.....	111
Youth Section Five: How-To Guide.....	114
Youth Section Six: Leadership Checkup.....	137
Youth Section Seven: Exploring Officers Association	138

Appendix	159
Glossary	342

Welcome to Exploring

As Advisors and as youth learning to become leaders, you are about to embark on a journey together. That journey is building your own Explorer post or club. A post is a group of at least five 14- to 20-year-old young adults, male and female, interested in a specific career field. A club is similarly made up of youth members in sixth through eighth grades. As you begin, you both will probably be aware of the differences in your roles. However, by the end of this journey—if your Explorer post or club has come to fruition—you will see more and more similarities and come to realize that you are mutual explorers. Together you will discover things about yourselves and the world around you that have the potential not only to change you, but also to change that world. Sometimes, we get so used to a program being called by a certain name, like Exploring, that we forget the spirit of the program's existence. As Advisors and youth leaders, your responsibility is to bring the Exploring spirit to life. To be sure, many things go into advising an Explorer post or club and being a youth leader of a post or club, but all those things should serve the spirit of Exploring.

Exploring involves discovery—not just seeing new things with your eyes, but gaining insights into yourself and the people around you. Explorers inquire, wonder, imagine, dream, and risk. They learn to respect and appreciate what it takes to be willing to discover, and what it takes to commit to a journey into the unknown. Explorers take on the challenge of change—within themselves, and within those around them.

What Is Exploring?

Exploring is Learning for Life's career education program for young men and women in sixth grade through 20 years old. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, economic status, and citizenship are not criteria for participation.

Learning for Life is a national, nonprofit 501(c)(3) organization.

The Learning for Life Corporation offers many programs designed to support schools and community-based organizations in their efforts to prepare youth to successfully handle the complexities of contemporary society and to enhance their self-confidence, motivation, and self-esteem. The programs focus on character education and career education. Learning for Life programs help youth develop social and life skills, assist in character development, and help youth formulate positive personal values. They prepare youth to make ethical decisions that will help them achieve their full potential. There are two program methods: curriculum-based programs and worksite-based programs.

Adults involved in Learning for Life are selected by the organization in which they work (i.e., schools, local businesses, community organizations, etc.). Race, religion, gender, sexual orientation, ethnic background, economic status, and citizenship are not criteria for participation in Learning for Life.

Learning for Life features grade-specific, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum for preK–high school. Lessons are designed to be conducted by the classroom teacher in conjunction with the core curriculum.

Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas, such as critical and creative thinking, conflict resolution, decision making, interpersonal relationships, practical life skills, self-esteem, writing and language arts, citizenship, and personal fitness.

Learning for Life makes academic learning fun and relevant to real-life situations in age-appropriate and grade-specific material. As a result, the positive character traits and skills learned through participation in Learning for Life not only make students more confident and capable but also give them an invaluable understanding of how things work in the real world.

Since 1998, Learning for Life has partnered with thousands of businesses and organizations to bring “real-world” career experiences to young men and women through its Exploring programs. Our programs provide an ideal, interactive link between the academic environment and the real world.

Exploring’s purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.

Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate an Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Explorer posts can specialize in a variety of career skills. Exploring programs are based on five areas of emphasis: career opportunities, leadership experience, life skills, citizenship, and character education.

Community organizations support their posts or clubs in three major ways:

- By compiling a program inventory of the skills and interests of adults associated with the organization who are willing to give program help to the post or club. The inventory indicates the program potential of the post’s or club’s adults in such areas as careers, hobbies, skills, contacts, facilities, and ideas.

- By providing the adult leaders to organize the program inventory and serve as Advisors to the youth leaders of the post or club.
- By providing meeting facilities.

An Explorer post or club is a young adult organization that recruits members, elects officers, and plans programs based on the organization’s program inventory and other resources. Adult Advisors provide training and guidance for the post’s or club’s elected officers.

The local Learning for Life office, through a volunteer Exploring committee and assigned staff members, supports community organizations and their posts or clubs with these services:

- Leadership training for adult leaders and youth officers
- Guidance in organizing posts or clubs and keeping the program going successfully
- Methods of recruiting Explorers, including a career interest survey in local high schools
- Regular communication with each post or club to provide program support
- Use of council camp facilities such as cabins and COPE (ropes) courses
- Planning of councilwide activities that enrich the post’s or club’s program
- Liability insurance coverage

Posts vs. Clubs

Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate a specific Explorer post or club by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop. Explorer posts and clubs can specialize in a variety of career skills.

	POSTS	CLUBS
Purpose	Exploring's purpose is to provide experiences to help young people mature and become responsible and caring adults, and to provide experiences to help young people learn about different careers. Explorers are ready to explore the meaning of interdependence in their personal relationships.	
Program Emphases	Career opportunities Leadership experience Life skills Citizenship Character education	
Program Methods	Voluntary association between youth and adults Ethical decision-making guidance Group activities Recognition of achievement Democratic processes Interactive experiences	
Career Fields	Participating organizations choose the age group(s) to serve in their Exploring program(s) and in which of the 12 Exploring career fields their program(s) will be registered.	
Participating Organizations	Businesses Youth organizations Governmental agencies Professional organizations Educational institutions Nonprofits	
Youth Participation	Young men and women who are at least 14 (and have completed the eighth grade) or 15 years of age, but not yet 21 years old are eligible to join.	Young men and women in sixth through eighth grades, or who have completed the fifth grade and are at least 10 years old but have not completed the eighth grade and are not yet 15 years old, are eligible to join.
Activities	Guidelines for activities that are and are not allowed for youth registered in a post are outlined in the Learning for Life Safety First Guidelines.	There are a few activities in which youth registered in a club are not allowed to participate, even though youth registered in a post are allowed to participate. Examples include but are not limited to activities involving pistol, automatic, or semi-automatic shooting, nonlethal firearms, and ride-along programs in any career field.
Adult Leadership	Minimum requirements include one committee chair, two committee members, one Advisor, and an unlimited number of associate Advisors.	Minimum requirements include one Sponsor, one associate Sponsor, and an unlimited number of associate Sponsors and committee members.

Mission, Vision, and History of Exploring

Learning for Life Corporate Mission

To develop and deliver engaging, research-based academic, character, leadership, and career focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.

Exploring Vision

To provide positive and meaningful real-world career experiences and leadership development opportunities for all teenagers and young adults in their chosen field of interest.

Position Statement

Learning for Life programs are designed for all age groups from pre-kindergarten through not yet age 21. Youth participation is open to any youth in the prescribed age group for that particular program. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, disability, economic status, and citizenship are not criteria for participation by youth or adults.

Affiliation Statement

Learning for Life is one of the programs that local Boy Scouts of America councils are authorized to deliver, with local executive board approval. Learning for Life is an affiliate of the Boy Scouts of America that comprises both a written character education curriculum for preK–12th-graders and students with special needs and interactive career Exploring programs for sixth-graders through 20-year-olds.

Over 280 local councils deliver these programs to over 532,000 youth across the country. Youth participation is open to any youth in the prescribed age group for that particular program. Adults, 21 years of age and older, are selected by participating organizations for involvement in the Learning for Life programs. Color, race, religion, gender, sexual orientation, ethnic background, disability, economic status, and citizenship are not criteria for participation by youth or adults. Youth and adults involved

with Learning for Life programs, including Exploring, are registered with Learning for Life as participants.

Learning for Life participants are not members of the Boy Scouts of America. Learning for Life, a District of Columbia nonprofit corporation, is a separate 501(c)(3) corporation, with a board of directors that is separate from the Boy Scouts of America.

While they have different policies, there are occasions when local Learning for Life and traditional BSA programs may participate in an event. Both programs will be required to follow the appropriate guidelines, especially those regarding safety.

Completion of training, registration, and annual fees are program specific and not transferable between programs.

History of Exploring

Exploring began as a senior program in early Boy Scout troops. These older boys carried out high-adventure activities and service projects, and gave leadership to young Scouts.

In 1935, senior Scouts were called Explorers for the first time, and many were organized in separate Explorer crews in troops, using a senior Scout program.

In 1942, an Air Scout program for boys 15 and older was created in cooperation with the United States Army Air Corps. This cooperative program with the United States Air Force has continued to this day, although Air Scouting was discontinued in 1965.

In May 1949, the National Executive Board revised senior Scouting to recognize as Explorers all young men in posts, Sea Scout ships, Air Scout squadrons, and all Boy Scouts over age 14 in troops.

In 1954, the National Executive Board and the University of Michigan made a national study that revealed the needs, desires, and concerns of boys 14 to 16. As a result, a completely new Exploring program was developed and put into effect January 1, 1959. This new program included activities, methods, and recognitions that were similar to, but separate from, the Boy Scouting program.



William H. Spurgeon III

After almost 10 years of limited progress, a study was made of the special-interest posts being organized by William H. Spurgeon III, a businessman from California, and the newly completed research project of Learning for Life by Daniel Yankelovich. This study indicated that 83 percent of youth surveyed wanted more information on careers than they were getting at home or in school, and 94 percent wanted adult associations. Coed participation, sports, and adult-life recognition were found necessary to attract young adults to Exploring.

This study was implemented by a national committee that developed the current Exploring program. As a result, special-interest Explorer posts began to be organized by businesses and professional and trade organizations. The career interest survey of high school students was developed to identify and recruit members.

This opportunity to join posts that specialize in careers or recreational programs attracted large numbers of young adults to Exploring. Exploring locally and nationally became a separate division of Learning for Life designed to serve young men who had dropped out of or never were Boy Scouts.

In April 1971, young women became eligible for full membership in Exploring, and the upper age limit in Exploring was increased to 21. With these new methods came a series of national activities designed and conducted to strengthen local posts and ships: the safe-driving road rally, the Explorer Olympics, and the national Explorer Congress, which led to the organization of the Explorer Presidents' Association, involving Explorers in planning their program at every level.

By 1981, the rapid growth of Exploring led to the development of national specialty programs in aviation, business, science and engineering, law and government, law enforcement, health careers, outdoor, Sea Exploring, sports, career education, arts, skilled trades, social service, fire and rescue, and communications.

An Explorer Presidents' Association Congress was designed to train local and national youth leaders. A biennial national Explorer leadership conference was implemented in 1994.

In 1991, the Boy Scouts of America announced the creation of the Learning for Life character education curriculum that could be facilitated by educators in the classroom. Learning for Life was considered a subsidiary of the Boy Scouts of America.

In 1998, Exploring functioned as a career education program and was subsequently shifted to fall under the Learning for Life program umbrella.

In early 2013, after 18 months of piloting the program in 17 local councils, Learning for Life obtained official approval to start the Explorer Club Learning for Life career education program for young men and women who have completed the fifth grade and are at least 10 years old but have not completed the eighth grade and are not yet 15 years old. The Middle School Explorer Club program was created in response to the U.S. Department of Education's recent emphasis on career education at the elementary grade levels.

Later in 2013, Learning for Life approved its first fully functioning executive board and now functions as an affiliate of the Boy Scouts of America.

As You Begin This Guidebook

You have been selected to be an Advisor or a committee member for an Explorer post or club. Your role is significant. You have the opportunity to make a difference in the lives of young people—not just today, but in the future as well.

Your role is exciting, challenging, fun, and sometimes serious. This guidebook will help you understand

Exploring and the roles of Advisors and other adults within the program. The guidebook should help you understand the mission of the organization and the way that mission is implemented in Exploring, and in your particular program. It should be clear how Exploring is a carefully constructed experience designed to meet the unique needs and interests of young people.

An Exploring program has four specific goals. Explorers should:

1. Gain practical experience in the career or special interest of the post or club.
2. Engage in a program of activities centered on the five areas Exploring emphasizes (career opportunities, leadership experience, life skills, citizenship, and character education) to encourage the development of the whole person.
3. Experience positive leadership from adult and youth leaders and be given opportunities to take on leadership roles.
4. Have a chance to learn and grow in a supportive, caring, and fun environment.

This *Exploring Guidebook* includes a chapter for youth leaders. As an Advisor, you will need to be familiar with the material in this entire book, because the entire guidebook is used to train your officers.

The next three chapters will help you develop the kinds of experiences in your Explorer post or club that will lead to the achievement of these four goals. These three chapters will give you a perspective on the value of your role and provide the information you need to get started.

Chapter One: Understanding Your Role as an Adult Leader

Chapter Two: Developing a Community of Youth Leaders

Chapter Three: Getting Your Program Up and Running

Quick Start

Thank you for taking on the very important role of post Advisor or club Sponsor. Take a moment to think about the enormous positive impact you will have on the youth members in your program and the positive impact those youth members will have in your community!

This entire guidebook is full of useful information and tips for you. But we don't expect you to read the entire book from front to back any time soon. Remember to refer to this book often. Meanwhile, let's get the ball rolling!

Complete ALL of these important steps before you begin!

- Complete Youth Protection Training for Explorers online at MyParticipation.org. You'll need to register as a new user. After your program is up and running, you'll be issued a membership card with a member ID number. Return to your MyParticipation.org profile and enter your member ID number to receive automatic credit for Youth Protection training and any other training courses you complete online.
- Complete the Basic Explorer Leader training online at MyParticipation.org. After you complete these two training courses, you're considered fully trained.
- Read chapter three, "Getting Your Program Up and Running." It describes what your next steps are, step by step.
- Review chapter five, "Health and Safety Standards." Above all else, safety should remain in the forefront of your mind when planning and working with your Explorers.

Call your local Exploring executive with any questions, or go to exploring.learningforlife.org to browse additional resources.

Chapter One: Understanding Your Role as an Adult Leader

Contents

Introduction, 11

*Adult Volunteer Leadership
Position Descriptions, 12*

11 Exploring Leadership Skills, 21

How to Teach a Skill, 23

Problem-Solving Skills for Explorers, 25

*Instructions for Ethical Controversy
Activities and the Ethics Forum, 27*

How Your Local Council Can Help You, 29

Introduction

You have decided or been asked to be an Advisor or Sponsor or to serve in some other capacity in an Explorer post or club. The first questions that pop into your mind may be “What does that mean? What’s expected of me?” You have the opportunity to develop a community in which young people learn to live the values of Exploring: ethical leadership, responsibility for themselves, commitment to others, and enjoying life.

Refer to the Positive Youth Development training module at MyParticipation.org for more information.

This opportunity is similar to what happens to people who have grown up within the circle of a strong, healthy family structure. If you’ve had this kind of family, it’s always a part of you. Likewise, once you and the youth in your post or club develop your own community, the young men and women in your program will take it with them from that day on. And so will you. Our hope is that the experiences you help foster will so influence the young men and women in your program that they will see both the challenge and the responsibility in whatever community situation they become a part of in the future.

By committing to the development of young people, you are helping to shape the communities all of us will live in tomorrow. What you do in your post or club is extremely important.

There is no one type of person who is a perfect Advisor or Sponsor. Successful Advisors and Sponsors are introverted or extroverted, young or old, with high or

low income, and from a variety of cultures. The one characteristic common to all Advisors and Sponsors is a willingness to share of themselves, to be themselves, to be authentic. Advisors, Sponsors, and other adult leaders are not expected to be heroes. They are only expected to genuinely care about the well-being of Explorers and to do what is in the best interest of those Explorers. They are expected to be ethical people in their professional and personal lives as well as in relationship to Explorers.

Your responsibilities as an Advisor or Sponsor include:

- Fostering and developing an environment within the Explorer post or club that promotes a feeling of community and encourages growth and responsibility to one another
- Helping youth to lead, to plan, to make decisions, and to carry out a program of activities over an extended period of time

Refer to the Youth-Led Programs training module at MyParticipation.org for more information.

- Encouraging participation in and support for the Explorer post or club from the participating organization, associate Advisors or Sponsors, post or club committee, parents, and other adults in the surrounding community
- Upholding the standards and policies of the participating organization and Learning for Life
- Protecting the young people in the Explorer post or club from abuse and neglect, and upholding the standards of Learning for Life’s Youth Protection emphasis
- Ensuring that activities are conducted within safety guidelines and requirements
- Cultivating within yourself and the youth in your post or club the capacity to enjoy life—to have fun and explore as you advise

Adult Volunteer Leadership

Position Descriptions

One of your key responsibilities as an adult leader is to keep open lines of communication with the other adult leaders registered with your post or club. You will also work in partnership with the youth leaders of your program. To do this, it is important that you understand the role and responsibilities of each adult and youth position and how each role might relate to yours. Review the youth leadership roles in chapter seven.

Posts and Clubs

- Participating organization executive officer (not necessarily registered)
- Learning for Life presenters (serve as short-term consultants, must agree to background check, do not pay registration fee)

Posts

- Post committee chair (required; only one)
- Post committee members (at least two)
- Post Advisor (maximum of one)
- Associate Advisor
- Other associate Advisors of administration, program, etc.

Clubs

- Sponsor (maximum of one)
- Associate Sponsor
- Other associate Sponsors of administration, program, etc.

The position descriptions on the following pages are formatted for ease in duplicating. Feel free to share.



Position Description: Executive Officer

- Initiates and commits to an Explorer post or club.
- Recruits a committee chair and supports him or her in recruiting other committee members.
- Provides program resources.
- Secures meeting facilities.
- Develops relationship with local Exploring representative.
- Helps facilitate the All-in-One Program Planning meeting and open house.
- Helps program earn Journey to Excellence recognition.
- Fills out adult application and is approved by executive officer. (Executive officer is not required to complete adult application unless he or she will be multiple registered in a second position within the same program.)
- Must be 21 years of age.

The participating organization is a business, industry, church, school, labor group, professional civic club, or other community organization that receives an annual sponsorship from Learning for Life to operate an Explorer post or club. The program, leadership, and membership of the post or club are determined by the participating organization within the framework of the policies and standards of Learning for Life. The head of the participating organization agrees to recruit competent adult leaders, help those leaders secure program resources, and provide meeting facilities.



Position Description: Post Committee

(One chairperson and two or more committee members)

- Provides adequate adult leadership.
- Completes and maintains the post's Career Opportunities Worksheet.
- Secures equipment, facilities, and program resources.
- Reviews, supports, and approves the post's program plans.

Position Description: Club Committee

(One Sponsor and one associate Sponsor)

- Provides adequate adult leadership.
- Completes and maintains the club's Career Opportunities Worksheet.
- Secures equipment, facilities, and program resources.
- Reviews, supports, and approves the club's program plans.

The committee meets monthly to ensure that the post or club has a quality program, that it is under capable leadership, and that it achieves the purposes of the participating organization and Learning for Life and Exploring.

The post or club committee sees to it that the program has adequate leadership at all times. If a vacancy occurs, a committee member becomes the temporary Advisor or Sponsor. The committee takes immediate steps to recruit the right person to fill the vacancy. New committee members can be recruited during the year from parents of Explorers and other career experts. The committee guides and supports the post's or club's efforts to earn money for trips, projects, or equipment, and helps plan, budget, and properly account for all funds.

The post or club committee meets regularly at a time and place convenient to all. These meetings keep the committee up to date on the program's progress, provide support and encouragement to the Advisor or Sponsor, and provide program resources for future activities. The committee ensures that the Career Opportunities Worksheet has been completed and keeps adding to it by continually seeking new adults to add their skills and contacts. It encourages and supports all efforts to recruit new members into the post or club.

Some committees assign a specific role to each committee member on an annual basis. Some of the specific tasks include: maintaining the Career Opportunities Worksheets; helping the youth treasurer; and supervising program resources such as equipment, chaperones, facilities, and transportation. Other committees operate on a task-force basis, with committee members agreeing to specific tasks on a month-to-month basis.

The committee seeks and suggests opportunities, post or club activities, and projects. Committee members, on a rotating basis, should be involved with meetings and activities so that they can see firsthand how the post or club is doing and have the opportunity to get to know the members.

The committee keeps its participating organization aware of and involved with its Explorer post or club and approves program plans. It encourages youth members and adult leaders to adopt a T-shirt, uniform, or other items that identify them with the participating organization and Exploring.

The committee keeps the parents of Explorers informed about the post or club, its participating organization, and Exploring. Parents should be involved in the program and encouraged to support the local Exploring office through fundraising efforts.



Position Description: Post Committee Chair

One person is appointed by the head of the organization to serve as the committee chair. The post committee chair recruits post committee members. This committee is composed of four or more adult men and women who serve during the post's renewal year.

- Schedules and conducts all committee meetings.
- Coordinates programs.
- Serves as a liaison between the Advisor and the post's participating organization.
- Assigns projects to committee members and guides their efforts.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.



Position Description: Advisor

One person is appointed by the head of the organization or selected by the post committee to serve as its Advisor.

- Fosters an environment within the Explorer post that has a true sense of community and that encourages everyone's growth and responsibility to one another.
- Develops post officers to lead, plan, make decisions, and carry out a program of activities over an extended period.
- Encourages participation and support for the Explorer post from the participating organization, associate Advisors, post committee, parents, and other adults in the community.
- Upholds the standards and policies of the participating organization and Learning for Life.
- Provides the necessary framework for protecting the members of the post from abuse.
- Ensures that activities are conducted within Learning for Life Safety First Guidelines and requirements.
- Seeks to cultivate within the members of the post a capacity to enjoy life and to have fun through the Exploring experience.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The Advisor is the key adult leader and is responsible for training post officers, helping them plan a program of activities, coaching them in their leadership responsibilities, and obtaining adult help and resources as needed through the post committee. The Advisor is supported by two or more associate Advisors who serve as backup leaders and provide assistance for the program and administration of the post.

The ultimate responsibility for the post rests with the Advisor. This person is recruited by the post committee of the participating organization and is registered with the Boy Scouts of America as the primary adult leader. All information about Exploring from the participating organization or Learning for Life council goes to the Advisor. The Advisor participates in all post meetings and activities, post officers meetings, and post committee meetings, and conducts the annual post officers seminar.

As the primary adult leader, the Advisor sets the tone for the post, models the desired form of leadership, and helps the officers and members become the leaders of their own post. The Advisor coaches and guides, demonstrating through actions with the officers and members what the youth officers need to learn and similarly demonstrate with one another and with the members of their post.



Position Description: Club Sponsor

One person is appointed by the head of the organization or selected by the committee to serve as the club Sponsor.

- Schedules and conducts all committee meetings.
- Coordinates programs.
- Serves as a liaison to the club's participating organization.
- Assigns projects to committee members and guides their efforts.
- Fosters an environment within the Explorer club that has a true sense of community and that encourages everyone's growth and responsibility to one another.
- Develops club officers to lead, plan, make decisions, and carry out a program of activities over an extended period.
- Encourages participation and support for the Explorer club from the participating organization, associate Sponsors, club committee, parents, and other adults in the community.
- Upholds the standards and policies of the participating organization and Learning for Life.
- Provides the necessary framework for protecting the members of the club from abuse.
- Ensures that activities are conducted within Learning for Life Safety First Guidelines and requirements.
- Seeks to cultivate within the members of the club a capacity to enjoy life and to have fun through the Exploring experience.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The Sponsor is the key adult leader and is responsible for training club officers, helping them plan a program of activities, coaching them in their leadership responsibilities, and obtaining adult help and resources as needed through the club committee. The Sponsor is supported by at least one associate Sponsor who serves as backup leader and provides assistance for the program and administration of the club.

The ultimate responsibility for the club rests with the Sponsor. This person is recruited by the executive officer or the club committee of the participating organization and is registered with Learning for Life as the primary adult leader. All information about Exploring from the participating organization or Learning for Life council goes to the Sponsor. The Sponsor participates in all club meetings and activities, club officers meetings, and club committee meetings, and conducts the annual club officers seminar.

As the primary adult leader, the Sponsor sets the tone for the club, models the desired form of leadership, and helps the officers and members become the leaders of their own club. The Sponsor coaches and guides, demonstrating through actions with the officers and members what the youth officers need to learn and similarly demonstrate with one another and with the members of their club.



Position Description: Associate Advisor/Sponsor for Administration

- Provides backup leadership for the Advisor/Sponsor and assumes adult leadership of the post or club in the Advisor's/Sponsor's absence.
- Supports the youth administrative vice president and assists this person specifically with the post's or club's recruitment and recognition efforts.
- Knows the Advisor's/Sponsor's responsibilities and supports those responsibilities in whatever way possible.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The primary role of the associate Advisor/Sponsor for administration is to work in partnership with the youth officer who is the administrative vice president. Together they coordinate the recruitment of new members, sustain the interest of current members, and provide recognition for the individual achievements of post or club members.

Every adult leader is expected to be a leadership model for the post or club and to seek every opportunity to develop leadership among the officers and members of the post or club.



Position Description: Associate Advisor/Sponsor for Program

- Supports the youth program vice president to help determine the interests of members, plan the year's program, and ensure that the post or club calendar is maintained.
- Supports and coaches the activity chairs to help them plan and carry out their particular activity.
- Helps the program vice president and other officers to evaluate completed activities and to continually fine-tune the year's program of activities, based on insights gained from the evaluations.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The primary role of the associate Advisor/Sponsor for program is to work closely with the youth program vice president. They discover and survey the interests of the members on an ongoing basis, plan and schedule the activities for the post or club, and evaluate completed activities. In addition, the associate Advisor/Sponsor for program should work closely with the activity chair of each activity to ensure that he or she is successful in leading that activity.

Every adult leader is expected to be a leadership model for the post or club and to seek every opportunity to develop leadership among the officers and members of the post or club.



Other Associate Advisors/Sponsors

Some posts or clubs, particularly those with a large membership or a unique program, may have a number of adults serving as associate Advisors or Sponsors. Their responsibilities may include providing equipment and transportation, making parental contact, planning

special activities and projects, or helping with the superactivity. A post or club may recruit as many associate Advisors or Sponsors as it needs to carry out program plans.

Consultants

- Provide expertise to the post's or club's program.
- Assist the post's or club's activity committees in planning activities.

A consultant is a person whose special skill or talent is needed for a post or club activity or project. Usually, consultants are adults who are recruited on a one-time basis to provide expert help for a post or club activity or project.

Consultants may be members or employees of the participating organization, parents, or other adults in the community who are found through the Career Opportunities Worksheet or recruited by the post or club committee. For example, if the post's or club's Explorer Activity Interest Survey indicates that a number of members would like to learn to play golf, the post or club committee reviews the Career Opportunities Worksheets or contacts others with golfing expertise. It recruits someone to serve as a consultant for the golf activity.

This consultant works with the Explorer who is the activity chair to plan the details of the activity. Consultants are recruited for their expert skills and might not know much about the post or club. The activity chair is responsible for explaining the interests and abilities of the members and for planning an activity the members will like.

Many adults can serve as consultants to a post or club. Some are unable to serve as post or club leaders, but most are willing and flattered to serve as an expert consultant for an Explorer activity.

Consultants should be registered as an LFL Presenter (position code 141). LFL presenters must consent to a criminal background check and complete Youth Protection training, but are not required to pay a registration fee.

11 Exploring Leadership Skills

Many years of experience in Exploring have shown that good leadership is a result of the careful application of 11 skills that any post or club leader or officer can learn to use. With practice, these skills can become a part of the adult's or youth officer's leadership style and will prove helpful in Exploring and all other leadership situations.

1. Understanding the needs and characteristics of the post or club

Each individual member of the group has certain needs and characteristics. A leader should understand his or her own needs and characteristics. A leader should understand the needs and characteristics of each member of the group. This helps the leader to deal with each person as an individual, to treat that individual with respect, and to help the person grow. This understanding helps in planning the program and in getting things done. This understanding creates trust and builds confidence among group members.

Through conversation and informal surveys of post or club members, try to find out:

- Why they joined your post or club
- What they expect from the post's or club's program
- Their major interests
- Their plans for the future

2. Knowing and using the resources of the group

Resources include all those things necessary to do a task. Resources also include people, because people have knowledge and skills. Knowledge is what a person learns through familiarity or experience—what you know. Skill is the ability to use what you know. Attitude includes the desire to do something, the belief that you can do it, motivation, and confidence.

When the leader uses the knowledge and skills of group members to get a task done, the members gain experience and improve skills. They also develop a positive attitude toward using a skill.

- Keep the post's or club's Career Opportunities Worksheet (see appendix) up to date, and use them for planning.

- Understand the purpose and resources of your participating organization.
- Survey the members' parents; include them in your Career Opportunities Worksheet database.
- Find out your post or club members' skills, interests, and resources.

3. Communicating

To improve your skills in getting information:

- Pay attention and listen carefully.
- Make notes and sketches.
- Ask questions and repeat your understanding of what was said.

To improve your skills in giving information:

- Be sure others are listening before you speak.
- Speak slowly and clearly.
- Draw diagrams, if needed. Ask those receiving information to take notes.
- Have the listeners repeat their understanding of what was said. Encourage questions.

4. Planning

Planning is an important part of everything we do in Exploring. The following is a simple process for planning:

- Consider the task and objectives. What do you want to accomplish?
- Consider the resources—equipment, knowledge, skills, and attitudes.
- Consider the alternatives. Brainstorm.
- Reach a decision, evaluating each option.
- Write the plan down and review it with the post or club.
- Execute the plan.
- Evaluate the plan.

5. Controlling group performance

A leader influences the performance of the group and individual members through his or her actions. Why is control needed?

A group needs control as an engine needs a throttle: to keep it from running itself into the ground. A group works together best when everybody is headed in the same direction. If a plan is to be properly carried out, someone must lead the effort. Control is a function that the group assigns to the leader to get the task done. Control happens as a result of recognizing the difference between where the group is and where the group is going. The leader is responsible for developing a plan to help the group reach its goal.

Setting the example is the most effective way of controlling the group. When working with post or club members, do the following:

- Continually observe the group. Know what is happening and the attitude of the group.
- Make your instructions clear and pertinent.
- Pitch in and help when necessary.
- Quickly deal with disruption. Guide the post or club toward self-discipline.

6. Evaluating

Evaluating helps measure the performance of a group in getting a task done and working together. It suggests ways in which the group can improve its performance. There are two basic categories of evaluation questions. After any event or activity, ask these questions:

Getting the task done:

- Was the task done?
- Was the task done right?
- Was the task done on time?

Keeping the group together:

- Were relationships between group members helped or hurt?

- Was participation equally distributed among group members?
- Did the group enjoy the activity?
- Did the group handle conflicts well?

7. Setting the example

Setting the example is probably the most important leadership skill. It is the most effective way to show others the proper way to conduct themselves, and is even more effective than verbal communication. Without this skill, all the other skills will be useless. One way to think about setting the example is to imagine yourself as a member of a group and think about how you would like your leader to act.

8. Sharing leadership

While there are various ways to exercise leadership, the goal of Exploring leadership is exemplified in a quote from ancient Chinese philosopher Lao-Tzu: “But of a good leader . . . when the work is done, his aim fulfilled, they will say, ‘We did this ourselves.’”

The Exploring leader wants to give post or club members the skills he or she possesses, not to use those skills in ways that keep the post or club weak or dependent. He or she offers leadership opportunities to post or club members and teaches them the skills they need.

9. Counseling

Counseling is important

- To help people solve problems
- To encourage or reassure
- To help an Explorer reach his or her potential

Counseling can be effective when a person is

- Undecided—he or she can’t make a decision
- Confused—he or she doesn’t have enough information or has too much information
- Locked in—he or she doesn’t know any alternatives

How do you counsel?

- First, try to understand the situation. Listen carefully. Summarize. Check the facts. Paraphrase to make sure you understand.
- Second, help list as many options as possible.
- Third, help list the disadvantages of the options.
- Fourth, help list the advantages of the options.
- Finally, let the person decide on a solution. The counselor's role is to give encouragement and information, not advice.

10. Representing the group

Where do you represent the post or club? Post or club leaders represent the post or club at post or club committee meetings, Advisors' meetings, officers' meetings, Exploring Officers Association (EOA) meetings, and planning conferences, and to the participating organization.

The leader represents the post or club in two situations:

- Without consultation—when he or she doesn't have the opportunity to consult with post or club officers about a decision
- With consultation—when he or she can meet with post or club officers about the issue

In some cases, the leader must represent the post's or club's decision exactly; in other cases, he or she must use independent judgment. You will need to solicit and analyze members' views and attempt to represent those views within the guidelines of your post or club, your participating organization, and Exploring.

11. Effective teaching

The epitome of Exploring is teaching knowledge and skills in an **interactive** way. Effective teaching is a process to increase the knowledge, skills, and attitudes of the group and its members. The focus is on learning, not teaching. For teaching to be effective, teaming must take place.

The epitome of Exploring is teaching knowledge and skills in an interactive way.

The steps of effective teaching include:

- Choosing the learning objectives
- Providing a discovery experience that helps the learner understand the need for the skill
- Demonstrating or explaining the skill
- Allowing the learner to practice the skill
- Evaluating the process

How to Teach a Skill

This section addresses two important issues:

1. How to teach
2. How to teach a particular skill

Let's start with talking about an approach to teaching, based on discovery and learning through experiences.

Teaching

Teaching is not primarily *telling*. It's helping other people learn. That means the focus is on the learners, not the teacher. Earlier in this guidebook, we said that people learn best through experiencing something themselves, so when you are striving to teach something, you are constantly trying to:

- Get into the shoes of the learners so that you can better understand where they are and what they need from you to *learn* the subject under study.
- Develop learning experiences in which the learners are trying to do something with the insights or skills involved.
- Help learners realize what they have learned to increase their comfort and confidence in using an insight or skill in actual situations.
- Appreciate that learners do not have one set, definite way of demonstrating that they understand or know something. Each learner is an individual.

Teaching a Skill

Teaching a skill is more objective and tangible in nature than, for example, trying to teach an insight. However, the focus is still on the learners; you are trying to help *them* gain this skill and be able to use it with a sense of comfort and confidence. In Exploring, skills often come into play in an activity situation, so it's important that you know how to teach a skill. This is especially important for activity chairs and activity committee participants.

Teaching a skill involves five basic steps:

- 1. Preparation**—The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so that the skill can be demonstrated, taught, and practiced. For demonstrating and teaching, simulated or makeshift equipment is never adequate. Preparation also means that you have carefully thought through how to teach this skill in a way that causes the learners to understand its usefulness and to gain the necessary experience to acquire the skill.
- 2. Explanation**—The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; and (2) to describe the subject in a simple, complete, and tantalizing way. The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill. The learners should be able to sense your respect for the skill and the importance of being able to perform this skill.
- 3. Demonstration**—This is where you actually show how to do the skill. You need to demonstrate each step slowly and clearly so that the learners can easily follow you and gain confidence in their own ability to acquire this skill.
- 4. Practice**—This is the heart of teaching a skill to others. In this step, the learners *try out* the skill under your guidance and careful coaching. Learners should have enough opportunity to try the skill so that they feel comfortable and confident. You should be especially sensitive to the differences in how people learn. Some

participants in this practice might be ready to go very quickly, while others will need to practice the skill more deliberately.

5. Application—This final step gives learners the chance to demonstrate this skill to someone else. They become the teacher. You are still there in the role of a coach to provide help when necessary. This last step should give learners the awareness that they are ready to use this skill in actual situations.

Time Balance in Teaching a Skill

The most important part of teaching a skill is having the participants practice it. Therefore, most of the time involved in teaching a skill should be devoted to practice. The suggested time balance:

- Explanation (hearing): 10 percent of the time
- Demonstration (seeing): 25 percent of the time
- Practice (doing): 65 percent of the time

I hear, I forget. I see, I remember. I do, I understand.
—Confucius

Tips on Teaching a Skill

The following tips will help you teach a skill effectively. As you read each item in this list, try to visualize yourself using this tip when you are actually teaching a skill.

- Be able to perform the skill well yourself.
- Review your own experience in learning it, and work out a series of steps for teaching it.
- Keep the instruction personal by working with an individual or small group and letting them teach others in this small group.
- Size up your audience's abilities and personality traits and consider how the abilities and personalities affect your teaching of the skill.
- If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).

- Don't interfere when learners try to do it on their own. Don't interrupt their efforts unless they bog down or go off on the wrong track.
- Let the learners make mistakes if this will help them learn. Simply point out mistakes tactfully.
- Never make corrections sarcastically or for the benefit of onlookers.
- Encourage the learners by making remarks on their progress, pointing out the completion of each step, and remarking on the steps they have done well.
- Urge them to practice and to teach someone else.

Problem-Solving Skills for Explorers

When Explorers have interpersonal conflicts, it is helpful to have a method available that helps solve those problems. How conflict is handled can make a big difference in the quality and the health of relationships between post or club members. This problem-solving process helps Explorers (and adult leaders) resolve their conflicts in ways that lead to a better understanding of each other.

- **Empathy:** The first step is to literally imagine how the other person thinks and feels about the problem. This is important because it helps us understand the situation from the other person's perspective, and helps us think about solutions that will benefit both parties involved in the conflict.
- **Invention:** Create as many solutions as possible using brainstorming rules. Anything goes, and there is no criticism of anybody or any idea.
- **Solution:** Choose the solution that is most fair and as closely as possible meets each individual's needs.

You can practice this process in your post or club by using one of the following stories. Read the story to your participants and then work through the three steps, one at a time. When you think the participants are comfortable with the process, you can use it with real problems and conflicts.

The ability of a program Advisor/Sponsor and the program youth leaders to solve problems and involve every participant in the planning and implementation of quality activities is a challenge. Positive relationships must be established with participants in the Exploring program. These relationships should develop trust and openness.

Every individual and every group faces problems that must be solved. People working to plan and develop projects face new problems all the time as they draw input from group participants. The following simple process shows one way to solve problems that may arise during meetings:

Step 1: Define the problem. This includes understanding the problem thoroughly by finding out all the facts about it. Once those facts are clear, decide on the goal or goals to be reached. As you do so, state the values that are implied by the goal as the program defines it.

Step 2: State all possible ways to reach the goal. Rather than stating only one way, include as many as possible, even though some of them might not seem very practical. If the post or club works through a number of committees, several proposed solutions will probably develop automatically.

You might divide the post or club into small groups and assign small parts of the problem to each for solutions and recommendations.

Step 3: Evaluate the possible effects of each of the proposed solutions. Take each proposal in turn. Then say, "If we do that, what will happen?" Trace the probable effect of each proposed action as carefully as possible.

Solicit responses from participants who are not very outgoing or vocal.

Step 4: Choose the policy or solution that seems most likely to achieve the goals that the program has set. These goals should be the consensus of the group.

Scenario: It's Only Teasing

With her hair shaved into a Mohawk, Angela definitely stood out in a crowd and in her medical Explorer post. She got along pretty well with everyone, but she was different. One evening on the van ride home from a visit to a hospital, several post members started teasing Angela about the way she dressed. Angela laughed at their jokes and teased them back about being conformists. All in all, everyone had a good time. The next week the teasing continued. As the evening progressed, Angela became more and more quiet. After the activity, she went home without saying a word to anybody.

The next three weeks were busy, as usual. Nobody noticed that Angela hadn't come to any of the meetings until Jill saw her in school, realized she hadn't seen Angela in a while, and asked her where she had been. Angela mentioned her busy schedule and that, well, she didn't feel as if she fit in with the other post members. She thought she was probably going to drop out.

What should the post do?

Scenario: Commitment

In the middle of a cold November, Post 251 decided to go skiing. It seemed like a good idea, since all the members were enthusiastic and were willing to raise the money to travel to a nearby ski resort for three days of skiing over the school holidays in December. Lisa, the post president, was ecstatic about it, since the idea had come from the members and they were committed to doing the necessary work toward bringing it about. The event looked to be a winner.

Not everyone was so enthusiastic, however. The post Advisor, Jim, and the post committee members were not happy about the possibility of being away from their families and jobs for those three days. While they weren't unhappy about the post's enthusiasm, the ski event was not on the calendar that had been laid out at the officers seminar in September. Adding new events to the already busy schedule was difficult.

At the first post meeting after Thanksgiving, discussion of the ski trip was the first item on the agenda. Tension

quickly mounted when Jim said, "I'm sorry, but the committee doesn't feel able to support this event, since we're committed to other things during that time. It doesn't look like we will be able to go."

Lisa replied, "You've been telling us that the program belongs to us, but now that we want to make a real decision that's unacceptable to you, you're telling us it really doesn't belong to us."

What should the post do?

Reflection Questions

The positive aspects of the concepts listed below are characteristics of an effective post or club. When your post or club is engaged in an activity, you can look for the positive or the negative display of these qualities. When you reflect together, if you are the facilitator you can ask questions to encourage the participants to talk about how well it is functioning.

Notice that the following two headings, "Keeping the Group Together" and "Accomplishing the Task," are also the two main categories of leadership activities.

Keeping the Group Together

1. **Listening skills.** What listening skills did we use?
2. **Participation.** Was participation in the activity equally shared among group members?
3. **Building commitment.** How did the group get everyone's commitment to the solution?
4. **Trust.** In what ways did group members demonstrate trust or distrust of each other?
5. **Use of influence and power.** Did group members use their influence in ways that contributed to group success? Why or why not? What kinds of influence were used in this activity?
6. **Conflict.** In what ways were the disagreements and conflicts helpful or unhelpful?
7. **Concern for others.** In what ways did we make sure everyone was cared for?

Accomplishing the Task

1. **Leadership.** Who was a leader and why?
2. **Evaluating.** What evaluation skills did we use?
3. **Decision making.** How did decisions get made? Was it an effective decision-making process?
4. **Planning.** Did we plan adequately? Why or why not?
5. **Implementation.** What was helpful or unhelpful about the way we implemented the solution?

Many years of experience have shown that these skills contribute to good leadership. Use them to analyze your own leadership. For each skill, ask:

- What is the skill?
- Why is it important?
- How can I use it?

Instructions for Ethical Controversy Activities and the Ethics Forum

As the post Advisor or club Sponsor, you have an opportunity to facilitate activities beyond career fields. Ethics, morals, and values can be tricky to “teach,” but are so important in the development of youth into responsible citizens.

These activities can be used to discuss ethical standards and dilemmas that apply to the career or interest area of your Explorer post or club. You can conduct them as single activities during one post meeting, or you can use several meetings to explore the ethical issues in depth.

Introduction

Ethical judgments are a part of every profession, vocation, hobby, and recreational activity, as well as every relationship. The ethics forum and the ethical controversies are program resources that assist you in encouraging thought and discussion about ethical questions relevant to relationships, careers, or interest areas. For example:

- Is it right to accept a gift from a supplier who is bidding for an account when you are responsible for choosing the supplier?

- Should it be legal for a police officer to accept a second job?
- What do you do when your boss does something illegal?
- Is it right to refuse jury duty?
- When is censorship OK?

The ethics forum and ethical controversy activities help your post discuss these and other issues in an interesting, organized, and active way. The forum and activities can easily be adapted to your particular interests.

The Ethics Forum

An ethics forum is simply a post meeting devoted to learning about the ethical issues in your post’s or club’s career or interest area. You might invite one or more individuals with expertise in the area to speak to your post. The presenters can describe the ethical standards for their profession that are upheld by corporations, trade associations, unions, or other organizations. It is best if they give examples of how those standards are used, explain the consequences of breaking the rules, and explain why the rules are important.

The presenters also can give examples of the ethical dilemmas that arise in their professions. These could be dilemmas for which ethical standards have not been written or for which it is difficult to understand how to apply standards.

Ethical Controversies

Ethical controversies are dilemmas without easy answers, dilemmas in which each side might have valid arguments. The following scenarios are just a few examples.

Scenario 1

You have been summoned for jury duty in your county. One of the cases on the docket is the well-publicized prosecution of a man for a series of assaults that occurred within 5 miles of your house. These were especially brutal crimes that occurred over several months. The assailant entered the open windows of the homes of the victims and assaulted and robbed them.

Because you live in the area where the robberies occurred and where the defendant lives, you are concerned about your safety during and after the trial. You also are concerned about your ability to be entirely fair and objective as a juror. Your choices (position statements) are as follows:

To avoid any possibility of revenge or intimidation, you ask to be excused from participation on the jury, or

You serve on the jury anyway since you believe it is your civic and moral obligation to serve, and that attempting to avoid jury duty would be shirking your responsibility.

Scenario 2

On the way home from school, you were attacked and beaten up by James, with whom you don't get along. He is notorious for intimidating other students and always causing trouble. After discussing the problem with your friends, the group decides to fix the situation.

Do you decide that more fighting will not solve the problem and talk to James, or do you decide to get James alone and seek revenge?

Scenario 3

You have the responsibility for hiring new employees at your job. You have interviewed a few people, including Brian, your best friend. You feel that someone other than Brian may be more qualified but you promised him the job.

Do you hire Brian or someone else who is more qualified?

Scenario 4

You and a partner are working on a project at school. Your partner approaches you two days before the project is due and shows you that he has completed it on his own. The guidelines were that the two of you work on the project equally. He tells you not to worry about it and to just go along because "no one will ever know."

Are you wrong to skate by, letting your partner do the work, even if he is OK with it? Is it still the right thing to do?

Instructions

To use the above opposing positions as teaming activities for your post, follow these instructions:

Organize the Activity

Divide the post into groups of four. Include Advisors/Sponsors and any other adults present. If possible, divide into groups so that Explorers work with people they don't know very well.

Divide each group of four into two groups of two. Give each pair a copy of a position statement. Be sure to assign the pairs opposing sides. It does not matter whether the participants agree with their assigned position.

Conduct the Activity

An ethical controversy activity has five simple steps. Describe and conduct them one at a time. Allow enough time to complete each step before moving on. All groups of four should work on each step at the same time. The entire activity takes from 45 minutes to two hours.

- 1. Learn the position.** With your partner, develop as many arguments as possible to support your assigned position. You also can work with a pair from another group that has the same topic and position.
- 2. Present your position.** Present your arguments to the other pair. In turn, listen closely to their position, making sure you understand their arguments. Clarify your understanding by restating what others say.
- 3. Discuss the issue.** Defend your position and critique the opposition. Try to persuade the opposing pair that you are correct, then listen to their defense and critique. Remember to be critical of ideas, not people.
- 4. Reverse positions.** Switch positions with the other pair. Take a few minutes with your partner to review your new position. Present and defend your new position as if you really believed in it.

Find more scenarios online at courses.cs.vt.edu/~cs3604/support/Debates/Scenarios.html.

- 5. Try to reach consensus.** Work toward finding a position that all four believe is the correct one. This may be a position already discussed or a completely new one. Change your mind only when you are convinced by rational arguments.

Follow Up

After the activity is over, discuss it as a large group. Ask each group of four how they arrived at their final position. Compare the positions chosen and the arguments used to support them. Reflect on the process, discussing both the activity and how group members related with each other.

How Your Local Council Can Help You

Explorer posts and clubs are part of Learning for Life. Learning for Life is a national 501(c)(3) nonprofit organization that offers programs to develop character traits and career interests in youth. Posts and clubs are organized and serviced through the local Learning for Life offices and the Exploring staff and volunteers associated with that office.

Your local council is very interested in offering assistance with resources, training, and facilities to make each Exploring program dynamic for the young people served.

Councils can:

- Provide student career interest survey results to Exploring programs to assist with recruiting
- Optionally offer a councilwide youth officers association
- Make available Exploring training
- Assist with Youth Protection training
- Schedule councilwide youth officer training
- Organize and host a variety of value-added programs for Exploring youth
- Assist with Exploring scholarships
- Share national Learning for Life and Exploring events
- Keep Advisors and Sponsors updated on the latest resources
- Link the national Exploring website to a local site
- Organize fundraising opportunities for posts and clubs
- Recruit a volunteer Exploring committee that may include a service team function to help with the communication with posts and clubs
- Assist with registration and program renewal by having forms and staff available to guide the process
- Offer accident and sickness insurance
- Provide liability insurance for participating organizations and adults
- Maintain and offer use of outdoor facilities with a wide variety of events and activities
- Order national Exploring awards and recognitions
- Provide guidance in event planning with the national Learning for Life Safety First Guidelines

Chapter Two: Developing a Community of Youth Leaders

Contents

Reflection: Why Do We Reflect?, 32

Leadership Reflection, 35

Advisor/Sponsor Reflection, 35

Facilitating Reflective Checkups, 35

An important part of your mission is developing young people into leaders. How do you do this? What kinds of insights, skills, and experiences do young people need to become leaders, and how do you facilitate that process? This chapter will focus on the answer to these questions.

Refer to the Youth-Led Programs, Youth Officer Elections, and Conducting an Officer Seminar online training modules at MyParticipation.org for more information.

These larger questions can be broken into four separate questions:

1. What are the developmental needs of youth that Exploring is designed to meet?
2. What are the goals of our relationships with youth?
3. What do we mean by leadership?
4. How do we develop leadership?

1. What are the developmental needs of youth that Exploring is designed to meet?

Adolescence is the process of becoming an adult, of finding a place within society and within a peer group. During adolescence, young people choose values and lifelong commitments. The difference between adolescence and adulthood is that these choices and commitments are still in the process of being made.

The following opportunities help young people develop habits, skills, and commitments for a developmentally healthy life:

- To participate as citizens, as responsible members of society

- To gain experience in decision-making
- To interact with peers and acquire a sense of belonging
- To reflect on self in relation to others and to discover self by looking outward as well as inward
- To discuss conflicting values and formulate their own value systems
- To experiment with their own identities, with relationships to other people, with ideas; to try out various roles without having to commit themselves irrevocably
- To develop a feeling of accountability in the context of relationships among equals
- To cultivate the capacity to enjoy life

The Exploring program is designed to help meet these developmental needs. As an Advisor or Sponsor, your responsibility is to recognize that, just like adults, Explorers are works in progress. What they are now is not what they will be next year, next month, or next week. Exploring provides a place where development happens. We can enjoy the company of the Explorers as they are now, while looking optimistically toward the future.

2. What are the goals of our relationships with youth?

Another way of asking this question is “What do the young men and women in your post or club need from you? What kind of relationship promotes their development?” Think about how you would like to be treated by someone you consider a mentor and a friend. That is a model for the Advisor-Explorer or Sponsor-Explorer relationship. Explorers are looking for a competent person who can provide a unique, interesting, challenging, and safe experience. At the same time, they would like to be treated as friends or peers.

Explorers need someone who will regard them as competent, even when they need help. Just like adults, they need to be trusted, they need respect, and they need you to listen. Explorers are looking for signs from you that the program is fun. If you enjoy what you do, they are more likely to enjoy it.

3. What do we mean by leadership?

Leadership is one of the primary qualities that we hope is developed in Exploring. The word *leadership* has been used to mean many things. The way we use it in Exploring is simple:

Remember the vision of Exploring? “It is the vision of Exploring to provide positive and meaningful real-world career experiences and leadership development opportunities for all teenagers and young adults in their chosen field of interest.” In Exploring, this service is focused on the development of leadership in post or club members. The goal of all Exploring activity is the development of leadership in each post or club member. As an Advisor or Sponsor, a post or club committee member, or consultant, your role is the leadership development of the post or club officers. The officers lead by working toward the leadership development of Explorers.

Every Explorer post or club must decide what its goals are and how it is going to carry them out, and then actually do it. These activities require leadership of two kinds. One set of leadership skills is focused on getting things done. Explorers learn how to make decisions, how to plan activities, and what is involved in actually being responsible for seeing the task through.

Another set of leadership skills is focused on relationships between and among Explorers and officers. A good leader learns the value of working cooperatively with other people, making activities fun, communicating well, listening, and all those qualities that make relationships work.

4. How do we develop leadership?

The two best ways to learn leadership are to see others exercising leadership and to actually practice leadership. In Exploring, both are possible. Every Explorer sees other Explorers, officers, and Advisors or Sponsors exercising leadership. If this is done right, they will learn by exposure to excellent leadership role models.

The other way, learning by doing, is easy to imagine for Advisors or Sponsors and officers. By being placed in a position where they are responsible for activities and other people, they have to learn to be a leader.

But what about everybody else? Here is where we return to our understanding of the purpose of Exploring and the meaning of leadership. Exploring is about the development of post or club members, specifically their leadership skills. To develop leadership in all Explorers, they must be provided with opportunities to be leaders—to plan and carry out activities and to make relationships work. Explorers who aren’t officers can be activity chairs or serve on activity committees. They also are responsible for supporting post or club programs by working on the development of relationships with other post or club members and actively participating. While doing so, they develop leadership skills.

Leadership is not something invested in just one person or a small group of people in the post or club. Each activity requires a variety of leadership actions. These different leadership functions can be shared among several post or club members at the same time.

Learning Through Experience

Explorers learn by doing, by active participation. The best way to learn is by trying something, not by watching someone or being told about it. Explorers learn how to work on computers, how to sing, how to make paper, how to sail a boat—not by reading or hearing about these things, but by doing them. Being involved means that they will be more interested, more challenged, better motivated, and more likely to remember the experience.

Explorers also learn how to be leaders, not by watching, but by doing. Explorers learn to make ethical decisions, to plan an event, to communicate, or to encourage others by being in a position where those skills and actions are necessary.

Reflection: Why Do We Reflect?

We can make our experiences more meaningful and effective if we reflect on them. In Exploring, reflection is simply the process of the Explorers talking about their experiences immediately afterward.

Why is it important? Reflection helps make sure that Explorers learn from their experiences. If an individual is confused about what happened or misinterpreted an event, reflection helps correct the misunderstanding.

Reflection provides an opportunity for everyone in the group to have input into what happened and into the next event. Unless we plan times during which everyone gets a chance for input, it is possible that those individuals who are less assertive or confident might never say anything, even if they have valuable insights.

Reflection allows everyone to hear another's perspective. Even though the group members might have done the same activity, each individual will have a little different insight or experience about that activity. By sharing that with other people, Explorers learn to be confident in their own contribution. They also learn to listen to and think about the way other Explorers think and feel.

Reflection provides opportunities to develop skills in thinking about and making moral and ethical judgments. Because the topic of a reflection often is the relationship between group members, moral issues frequently arise. Explorers must learn to think about the ethical implications of their own behavior, and their responsibility to others.

Reflection improves the quality of activities and experiences. Because post or club members have the opportunity for input, each activity will be more successful than the last, if the suggestions are taken seriously.

Lastly, reflection helps develop a caring community in the post or club. Through listening to others and understanding them, post or club members will be more likely to care about one another's well-being.

How Do We Reflect?

Most groups find it helpful to sit in a circle during a reflection. One person facilitates the process by asking questions. The first few times it is easiest if this is an adult. Eventually, the Explorers will become competent facilitators.

As the facilitator, it is important that you pay attention during the activity. You might notice things to which you will later want to draw the group's attention. Look for demonstrations of skills and positive actions as well as potential problems.

There are three simple steps involved in reflection:

First, ask questions about what happened. We do this because not everyone might have experienced the same event in the same way. Ask questions like "What kinds of leadership were exercised here?" or "Who took leadership?" and "How did decisions get made?" Discuss the task or activity and how the Explorers worked together. This is the content part of reflection.

Second, ask questions that lead to making a judgment about what happened. Using the answers to the question of what happened, direct the group's attention to specific skills or ask broader, open-ended, questions. Ask questions about the good things first: "What was good about the way decisions were made?" or "What did the group do well?" Then you can ask about more negative things: "What was the problem with the way you were communicating?" or "Were there any problems with what happened?" This is the evaluation part of reflection.

Third, ask questions that involve setting goals.

Ask: "What skills did we use today that we should continue to use?" or "Is there anything we did that we should stop doing?"

A Safe Environment

The development of Explorers must take place in a safe environment. As an Advisor or Sponsor of an Explorer post or club, you are responsible for ensuring that the youth in your post or club are protected from abuse by adults or other youth.

To alert you to these possibilities, Learning for Life has developed a Youth Protection program. Youth Protection training can be accessed through [MyParticipation.org](https://www.myparticipation.org).

Creating a safe environment goes further, than protecting the youth in your post or club from abuse. It also means that every Explorer is emotionally safe—safe from put-downs, intimidation, hazing, harassment, and exclusive peer groups. Many young people experience the world as a harsh and cold place. Exploring should be a place where they are accepted, where they can be themselves.

Refer to chapter five of this guidebook for additional information on health and safety standards.

What's In It for Youth?

What	How	Resources
Leadership development and goal-setting decisions	Elect youth officers; youth involved in program decisions	Officers Seminar, chapter seven <ul style="list-style-type: none"> • Youth Section of <i>Exploring Guidebook</i> • Youth activity chairs • Leadership Development Guidebook, No. 32148
Ethical decision-making	Ethics forums	Ethical Controversies, page 27
Conflict resolution	Interaction with professional adults	
Drug abuse prevention		Drug Prevention 4 Teens, appendix
Social skills development	Regular post/club meetings	<i>Exploring Guidebook</i> , chapter three
Positive, safe place	Youth involved in programs, decisions	<i>Exploring Guidebook</i> , chapter five
Career training	Interactive activities Regional/national competitions Program Planning	<i>Exploring Guidebook</i> All-in-One Program Planning Meeting, chapter three
Recognitions	Scholarships Leadership awards Career Achievement Award	www.learningforlife.org <i>Exploring Guidebook</i> , chapter four

Leadership Reflection

The checkup in this chapter is a reflection exercise. It gives you a chance to stop and think about how you are doing in terms of carrying out responsibilities as an Advisor or Sponsor. Its goal is to show you what you have accomplished and what still must be done to achieve the four goals of Exploring in your post or club. Take this checkup regularly, at least every three months. We encourage you and your associate Advisors/Sponsors to complete this checkup individually and then discuss your responses with one another.

Reflection checkups are important for another reason. In the For the Youth Leader chapter of this handbook, post or club officers also are given a reflection checkup to complete every three months. It is important that you effectively facilitate this process. This chapter offers guidelines to help make this leadership reflection process an integral part of post or club activities. By undergoing a similar kind of reflection, you and your officers can work more effectively together toward achieving the four goals of Exploring.

Advisor/Sponsor Reflection

The Advisor/Sponsor and associate Advisors/Sponsors should answer these questions individually, and then discuss their responses as a group. At each checkup point, you should review the past three months and set goals for the next three months.

1. How do you feel your post or club is doing? What are its strengths and weaknesses?
2. Assess each of the four goals of Exploring and rate how you think your post or club is doing with regard to each goal. Analyze your findings to determine why you are or are not succeeding.
 - Goal 1: Gain practical experience in the career or special interest of the post or club.
 - Goal 2: Engage in a program of activities centered on the five emphasis areas to encourage an understanding of and the development of the whole person.

- Goal 3: Experience positive leadership from adult and youth leaders and be given opportunities whenever possible to take on leadership roles.
- Goal 4: Have a chance to learn and grow in a supportive, caring, and fun environment.

3. What kind of assistance do you need as an Advisor/Sponsor or associate Advisor/Sponsor? Who could provide this kind of assistance?
4. As Advisors/Sponsors, you want to help your officers become leaders. How do you feel about their growth as leaders in the past three months? Where do they demonstrate more effective leadership, and where do they need to grow as leaders?
5. One of the Advisor's/Sponsor's most challenging tasks is delegating responsibility—knowing when to maintain primary responsibility and when to let go. Think about any experiences you have had in the past three months when you struggled with this challenge, and discuss these experiences as a group. Determine what you think should be the specific goals this Advisor/Sponsor group should work toward in the next three months in your discussion. Strive for a consensus on what these goals should be.

This checkup is for Advisors/Sponsors to share with one another only. It is not to be filed or given to anyone outside your small group.

Facilitating Reflective Checkups

Reflection is a positive experience: It builds, reinforces, and strengthens people. These checkups are not test-like situations. They should give Advisors/Sponsors and officers the opportunity to realize their accomplishments, appreciate their growth and development, and decide for themselves desired areas of growth. The following guidelines will help ensure that these checkups are meaningful for everyone involved.

- Emphasize the importance of having everyone write his or her answers before any group discussion, taking some time alone to think through the questions.

- The first checkup probably will be the most challenging for officers because reflection might still be a relatively new experience for them and even for you as Advisors/Sponsors. At this first checkup, ask your group members whether they have any questions or confusion about any question. Be ready to explain what is meant by each question and to provide examples.
- Encourage the members in your Advisor/Sponsor group and the youth officers group to talk about accomplishments and strengths of others and to provide positive feedback on specific situations.
- Let the questions guide you but not box you in.

The questions in the checkup might lead to a discussion of other important issues, which is good. As the checkups progress, each group may choose to modify its checkup to meet its needs, and perhaps add or eliminate a question. As long as these checkups are conducted regularly (every three months) and ask for meaningful information, you are achieving their purpose.

“The chief executive who knows his strengths and weaknesses as a leader is likely to be far more effective than the one who remains blind to them. He also is on the road to humility—that priceless attitude of openness to life that can help a manager absorb mistakes, failures, or personal shortcomings.”

—John Adair

Chapter Three: Getting Your Program Up and Running

Contents

The Four Phases of Starting an Exploring Program, 37

Five Program Emphases, 46

All-in-One Program Planning Meeting, 47

The Open House, 52

Election of Youth Officers, 55

Transitioning Your Program to Youth Leaders, 57

Registering and Renewing Your Program Each Year, 62

The Four Phases of Starting an Exploring Program

The first two chapters clarified the foundation of what it means to be an adult leader in an Explorer post or club. Now it's time to apply that fundamental understanding to the concrete and practical steps of actually getting your post or club up and running. The steps are divided into four phases:

Phase One: Research

Phase Two: Leadership

Phase Three: Program

Phase Four: Participation

Each phase requires input from both the volunteers and the local Exploring representative. This chapter will focus on the contribution that adult leaders should make to your Exploring program to ensure a positive and impactful experience for both the youth and adult participants.

TIP: Refer to the Exploring Leader Online Training modules available through [MyParticipation.org](https://www.myparticipation.org) for additional support.

First let's address the methods of Exploring. To achieve the mission and purpose of Learning for Life, the Exploring program is designed to meet the developmental needs of young adults by bringing them into voluntary association with responsible and professional adults. Exploring is a sharing experience in which responsible adults provide an environment where the developmental needs of youth are met. Post or club program design, planning, and implementation are critical. Youth participation is just as important.

Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate a specific Exploring program by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Young adults learn ethical decision making through positive social interaction, leadership development, hands-on experience, refining problem-solving skills, service to others, and career exploration activities.

Exploring offers many opportunities to use experiences to promote the conditions that are necessary for the growth and development of adolescents. For example, there are planned group activities to give youth in a post or club the opportunity to interact with their peers and to experience a sense of belonging. Planning the year's program of activities and individual activities should involve Explorers in decision making. Engaging in activities that are challenging and fun encourages Explorers to cultivate a capacity to enjoy life. By participating in the activities and the operation of an Explorer post or club, youth will have a chance to discover more about their identity, to relate to adults and peers, and to experiment with ideas and roles without having to commit themselves irrevocably.

Youth have a strong desire to be a part of a group, doing things together and working as a group toward a common goal. Youth reach out for responsibility. They need to have input into shaping their destiny; the democratic processes and election of post or club youth leadership are important.

When young adults do well, recognition of achievement is important. A clear expectation of good behavior causes young adults to rise to and exceed our expectations.

When each of these methods is used by responsible adults in a safe environment for youth, Exploring can be a positive influence on the growth and development of young adults.

How to Make These Methods Work in Your Post or Club

First, let's define an Exploring program.

- A program is a group of young adults who have been brought together because of a common interest.
- A program (post or club) is made up of people working and playing together, enjoying and learning from one another.
- A program and its participants share common goals and basic ideals.
- They move together with the same purpose and commitment.
- A program is most successful when it meets the needs and interests of its participants.
- An effective program is the result of close cooperation between youth and adult leaders.
- If leaders are sensitive to program participants and respond with positive support, program, and activities that Explorers enjoy, success is assured.
- The program is the vehicle whereby young people will learn values, standards, and the discipline that will help them become good citizens and productive adults.

4-Phase Program Start-Up

PHASE 1 RESEARCH	PHASE 2 LEADERSHIP	PHASE 3 PROGRAM	PHASE 4 PARTICIPATION
<p>What are local youth interested in?</p> <ul style="list-style-type: none"> • Career surveys/counselor data • Focus on top 25 student interests <p>How many surveys do I need?</p> <ul style="list-style-type: none"> • Membership goal X 20 = # surveys needed <p>Career Interest Surveys</p> <ul style="list-style-type: none"> • Pitch the program, not the survey • Surveys are only a tool to connect youth to the program • Talk to counselor first; they can connect you with the decision maker <p>Study survey objections</p> <ul style="list-style-type: none"> • Include ONLINE career interest surveys as an option (for youth 13 years and up) • ALWAYS share results with school administrators • Include summary of results with CEOs on sales calls <p>Finding the Businesses</p> <ul style="list-style-type: none"> • Every county has law enforcement, fire/EMS, law and government, and health care • Research current volunteers and parents' employers to help you get your foot in the door • Approach CEO, study objections <p>Cultivation Event</p> <ul style="list-style-type: none"> • Large group sales • Scripts/templates on LFL Info site • Well-respected chairperson 	<p>Key Decision Maker</p> <ul style="list-style-type: none"> • Get organization commitment • Identify 4-8 adults for leadership • Set a date for open house • Start paperwork (MOU, New Post/Club App, Adult Apps) <p>Leader Training</p> <ul style="list-style-type: none"> • Fully trained after completion of both Youth Protection training and Exploring Leader training modules required for each position • Training should be completed online at www.myparticipation.org <p>Why more adults?</p> <ul style="list-style-type: none"> • Research shows posts and clubs that begin with 6-8 leaders last longer • More leaders = more resources = stronger program = more youth • Share the responsibilities with all committee members <p>Post/Club Committee</p> <ul style="list-style-type: none"> • Minimum of 4 adults required to register a post (committee chair, Advisor, and 2 committee members) • Minimum of 2 adults required to register a club (Sponsor and associate Sponsor) <p>District Exploring Committee</p> <ul style="list-style-type: none"> • Committee structure: program, fundraising, marketing, and service • Online training at www.myparticipation.org 	<p>Program Planning Meeting</p> <ul style="list-style-type: none"> • Complete leader trainings online • Brainstorm hands-on activities for program calendar and open house • Develop initial 3-4 month calendar. Twice monthly example: <p>1st - Open House 2nd - Hands-on activity 3rd - Youth Officer Elections 4th - Hands-on activity 5th - Hands-on activity 6th - Hands-on activity 7th - TBD by Explorers 8th - TBD by Explorers</p> <ul style="list-style-type: none"> • Develop bylaws and SOP's • Prepare post/club committee members by delegating simple tasks: <ul style="list-style-type: none"> - Mail invitation letters - Make personal phone calls - Get snacks - Secure gear for activities - Print post/club calendar • Complete paperwork (MOU, New Post/Club App, Adult Apps) and remember all signatures <p>TIPS: Hands-on activities</p> <p>Limit tours! Limit job shadowing!</p> <p>Service Team</p> <ul style="list-style-type: none"> • Make regular visits to coach leaders • Use post/club JTE criteria as a guide <p>Regional/National Events</p> <ul style="list-style-type: none"> • More at www.learningforlife.org 	<p>Promote Open House</p> <ul style="list-style-type: none"> • Personal letters and phone calls • Digital marquees • Social media • Council, participating org and school websites/calendars • School daily announcements • Posters/fliers in high-traffic areas • Career/college fair booths • Organization employees email their own contacts <p>HANDS-ON ACTIVITIES</p> <p>= 90% join rate!</p> <p>Youth-Led Program</p> <ul style="list-style-type: none"> • Youth officer elections at third post/club meeting • Schedule officer seminar • Youth officer titles should reflect organization's employee titles • Youth officers should maintain the program calendar • Match officers with adult leaders • Officers pick activities and activity chairs based on feedback from all members <p>HANDS-ON ACTIVITIES!</p> <p>Year-Round Youth Recruitment</p> <ul style="list-style-type: none"> • Conduct open house from Labor Day to Thanksgiving, or in February • Collect career interest data annually

Phase 1: Research

Key Notes

- Identify the career interests of the local youth.
- Collect enough career interest data to ensure a high attendance at your open house.
- Become familiar with the career interest data that is collected from the Learning for Life career interest survey or that is requested of schools to share with you.
- Identify businesses and organizations that have an interest in a career education program for youth—that's you!
- Promote the Exploring program to businesses and organizations in your community.

Related Online Training Modules

- What Is Exploring?
- Benefits of Exploring
- How to Market Your Program
- Methods of Exploring

Exploring Representative's Role

The local Exploring representative plays a major role in this phase. He or she researches not only student career interests in the community but also businesses and organizations that have a desire to make a positive impact on the future workforce.

Your Role

Your main role is knowing how to use the career interest data to your advantage.

Did You Know?

You play an integral role in encouraging your local schools to utilize the Learning for Life career interest survey or to share the career interest data they have already obtained about their own students. Many times a business leader, like yourself, has more influence in this conversation with school administrators than the local Exploring representative.

Phase 1: Research

It is important to know where to find the youth and what they are interested in. We do this by utilizing the Learning for Life Student Career Interest Survey or by asking local schools to provide the career interest data of their students. The survey asks for basic directory information (name, address, etc.) as well as the top two career and top two hobby interests of each student.

The survey serves as a tool to connect the young person with a respective youth program that matches his or her interest. So, the more career survey data you have,

the more students you will be able to invite to join your program.

The local Exploring office can provide the names and addresses of young adults who are interested in a particular career field based on career interest survey results. This will enable you to extend personal invitations to join your program (i.e., phone calls, letters on your organization's letterhead) to youth who have already expressed an interest in your career field.

STUDENT CAREER INTEREST SURVEY

0100 ARTS & HUMANITIES

0101 Actor / Actress
0102 Artist
0103 Author / Poet
0104 Dancer / Choreographer
0105 Fashion Designer / Model
0106 Interior Designer / Decorator
0107 Jeweler / Watchmaker
0108 Movie Producer / Director
0109 Music Composer / Conductor
0110 Musician / Singer
0111 Photographer
0112 Professional Athlete

0200 AVIATION

0201 Aerospace Engineer
0202 Air Traffic Controller
0203 Airport Operations Director
0204 Aviation Technician
0205 Avionics Equipment Technician
0206 Flight Attendant
0207 Pilot / Flight Engineer
0208 Space Flight / Astronaut

0300 BUSINESS

0301 Accountant / CPA
0302 Administrative Assistant
0303 Banking / Finance
0304 Business Management Analyst
0305 Compliance Officer
0306 Computer Engineer / Technician
0307 Computer Programmer
0308 Computer Support Specialist
0309 Computer Systems Designer / Analyst
0310 Entrepreneur / Self-employed
0311 Event / Meeting Planner

0400 SALES & RETAIL

0401 Sales - Wholesale / Retail
0402 Small Business Owner / Manager
0403 Software Developer
0404 Stock Broker / Investment Dealer
0405 Travel / Recreation Agent

0500 COMMUNICATIONS

0501 Advertising / Marketing Manager
0502 Broadcaster - Radio / TV
0503 Editor / Newspaper & Magazines
0504 Graphic Designer
0505 Information Systems Manager
0506 Journalist / Reporter / News / Mags
0507 Producer - Radio / TV
0508 Public Relations / Crisis Comm Mgr
0509 Web Designer / Developer

1300 ENGINEERING

1301 Aerospace Engineer
1302 Architect
1303 Biomedical Engineer
1304 Chemical Engineer
1305 Civil Engineer / Technician
1306 Computer Engineer
1307 Design Engineer
1308 Electrical Engineer
1309 Electronics Engineer
1310 Environmental Engineer / Planner
1311 Industrial Engineer
1312 Landscape Architect
1313 Mechanical Engineer
1314 Metallurgical Engineer
1315 Petroleum Engineer / Tech
1316 Renewable Energy Analyst / Manager
1317 Robotics Engineer / Technician
1318 Surveyor

0700 HEALTH CAREERS

0701 Anesthetist
0702 Athletic Trainer / Sports Medicine
0703 Audiologist
0704 Chiropractor
0705 Dental Asst / Lab Technician
0706 Dental Hygienist
0707 Dentist
0708 Dermatologist / Skin Care Specialist
0709 Epidemiologist / Disease study
0710 Home Health Care Aide
0711 Hospital Administrator
0712 Laboratory / Medical Technician
0713 Licensed Practical / Vocational Nurse
0714 Medical Assistant
0715 Mental Health Counselor / Therapist
0716 Nurse, Registered / Practitioner
0717 Occupational Therapist
0718 Ophthalmologist / Optometrist
0719 Pathologist / Microbiologist
0720 Pharmacist / Pharmacy Technician
0721 Physical / Corrective Therapist
0722 Physician / Surgeon
0723 Physician's Assistant
0724 Psychologist / Psychiatrist
0725 Radiologist / X-ray Technician
0726 Respiratory Therapist
0727 Speech / Language Pathologist
0728 Veterinarian / Veterinary Technician

0800 LAW ENFORCEMENT

0801 Border Patrol Agent
0802 Correctional officer
0803 Crime Scene Investigator (CSI)

0900 LAW, GOVERNMENT & PUBLIC SERVICE

0901 Air Force
0902 Army
0903 Attorney / Lawyer
0904 City Manager
0905 Coast Guard
0906 Court Reporter
0907 Judge / Magistrate
0908 Marine Corps
0909 Military Career
0910 National Guard
0911 Navy
0912 Paralegal
0913 Politician

1700 SCIENCE

1701 Anthropologist
1702 Archaeologist
1703 Astronaut / Mission Specialist
1704 Astronomer
1705 Biochemist
1706 Biologist
1707 Chemist
1708 Computer Programmer
1709 Ecologist
1710 Farmer / Rancher / Livestock
1711 Forensic Scientist
1712 Geneticist
1713 Hydrologist
1714 Marine Biologist / Oceanographer
1715 Mathematician / Statistician
1716 Meteorologist / Weather Scientist
1717 Nuclear Technician
1718 Physicist / Nuclear Scientist
1719 Plumber / Pipe Fitter
1720 Zoo Director

1400 BUILDING CONTRACTOR

1401 Carpenter
1402 Chef / Baker
1403 Construction Worker
1404 Cosmetologist / Barber
1405 Drafter / CADD Operator
1406 Driver - Truck / Bus
1407 Electrician
1408 Energy Lineworkers
1409 Energy Technicians
1410 Farmer / Rancher
1411 Forester / Lumberjack
1412 Heating, Ventilation, Air Conditioning Technician
1413 Heavy Equipment Operator
1414 Homemaker / Stay-at-home
1415 Landscaper / Gardener
1416 Logistics
1417 Machinist / Tool & Die Maker
1418 Natural Gas Technician
1419 Plumber / Pipe Fitter
1420 Water Treatment Operator
1421 Welder

1500 SOCIAL SERVICES

1501 Adult Care Attendant
1502 Adult Education Teacher
1503 Child Care Worker
1504 Clergyman / Missionary
1505 Dietician / Nutritionist
1506 Drug / Alcohol Counselor
1507 Education / College Faculty
1508 Family / Marriage Counselor
1509 Funeral Director
1510 Librarian
1511 Museum Director / Curator / Historian
1512 Personal Fitness Trainer
1513 Rehabilitation Counselor
1514 School Guidance Counselor
1515 School Principal / Administrator
1516 Social / Welfare Worker
1517 Teacher
1518 Teacher / Special Education
1519 Youth Organization Professional

ILLED TRADES

el Control Officer
ance Repair / Service
Body Repair
nitive Technician
/ Cement / Stone Mason

0048 Shooting Sports / Black Powder
0047 Singing
0048 Snow Skiing / Snowboarding / Snowmobiling
0049 Soccer
0050 Surfing / Paddle boarding
0051 Swimming / Diving
0052 Track and Field Sports
0053 Travel

0054 Volleyball
0055 Volunteering / Community Service
0056 Water Skiing / Wake Boarding
0057 Weight Lifting
0058 Wilderness Survival
0059 Woodworking / Carving
0060 Wrestling

STUDENT INTEREST SURVEY

LAST NAME		FIRST NAME		STREET ADDRESS		CITY		STATE		ZIP CODE	
[Grid of bubbles for data entry]											

National Distribution Center
Item# 618 833
Package of 30

BIRTH DAY		GRADE		AFTER GRADUATION PLANS		AREA CODE		TELEPHONE NUMBER	
MONTH	YEAR	9	10	CHOOSE ONE ONLY					
Jan				Work					
Feb				Military Service					
Mar				College					
Apr				College					
May				College					
Jun				College					
Jul				College					
Aug				College					
Sep				College					
Oct				Vocational/Technical School					
Nov				Other					
Dec				Other					

CAREER INTEREST		HOBBY/SPECIAL INTEREST	
1st	2nd	1st	2nd
[Grid of bubbles for data entry]			

LOCAL SURVEY	
A. Yes	No
B. Yes	No
C. Yes	No
D. Yes	No
E. Yes	No
F. Yes	No

Phase 2: Leadership

Key Notes

- The head of your business or organization should make a strong commitment to your Exploring program.
- Become familiar with the trainings that are offered by the local Exploring office.
- The more adult leaders supporting your program, the more resources you will have to support your program.
- The minimum requirements for a POST committee are for an adult leader to be registered in each of the following positions: one committee chair, two committee members, and one Advisor. You may register more than two committee members and as many associate Advisors as you wish.
- The minimum requirements for a CLUB committee are for an adult leader to be registered in each of the following positions: one Sponsor and one associate Sponsor. You may register as many associate Sponsors and additional committee members as you wish.
- Facilitate a leadership reflection with the committee on a regular basis.
- Become familiar with your district- or council-level Exploring committee members. They are there to support you in the development of your program.

Related Online Training Modules

- Structure of an Exploring Program
- Service Team Orientation
- Positive Youth Development
- Youth-Led Programs

Exploring Representative's Role

The local Exploring representative will help the head of your organization identify adults from your organization to support your Exploring program. He or she has already selected you! The representative will also assist in getting each registered adult leader trained. Most trainings are available online at MyParticipation.org. The representative

also recruits community leaders to serve on a district- and/or council-level Exploring committee. These committee members are there to support you—get to know them!

Your Role

Your main role in this phase is to rally around the selected adult leadership to develop a vision for your Exploring program. Work with the executive officer of your organization (the head of the organization) to set a date for an open house and an All-in-One Program Planning session with all of the adult leaders. Assist other adult leaders in the completion of their required trainings. All registered adult leaders are required to complete a series of online training modules at MyParticipation.org and are also required to complete Youth Protection training every two years.

Did You Know?

You are serving on a program-level committee. But did you know there may also be district- and council-level Exploring committees that exist to support you and your program? Refer to chapter six in this guidebook for more information on district- and council-level committees. Here's a quick breakdown:

Council-level Exploring committees serve all Exploring needs and programs within the geographic boundaries of the local council. These committee members are most often highly influential business leaders in the communities within the council's boundaries.

District-level Exploring committees serve all Exploring needs and programs within the geographic boundaries of the district, as designated by the council. The council is divided into smaller geographic sections called districts. These committee members are most often influential business and community leaders with a comprehensive understanding of the purpose of the Exploring program.

Program-level committees support their own Exploring program (as described in this guidebook) and sometimes also serve on a district- or council-level Exploring committee.

Phase 2: Leadership

The Exploring program is part of Learning for Life's education resource program. Learning for Life provides the support service necessary to help the participating organizations succeed in their use of the program.

These services include year-round training techniques and methods for selecting quality leaders, program development, activity resources, trainings, and primary liability insurance to cover the participating organization and its board, officers, and employees against all personal liability judgments arising from official Exploring program activities.

One of the first actions the executive officer has taken after making the commitment to sponsor an Exploring program is to identify and approach key people who will make up the adult leadership team for the post or club. This adult leadership team is referred to as the committee.

The minimum requirements for a POST committee are for an adult leader to be registered in each of the following positions: a maximum of one committee chair, a minimum of two committee members, and a maximum of one Advisor. You may register more than two committee members and as many associate Advisors as you wish.

The minimum requirements for a CLUB committee are for an adult leader to be registered in each of the following positions: a maximum of one Sponsor and at least one associate Sponsor. You may register as many associate Sponsors and additional committee members as you wish.

This committee is important—first because it means you are not alone. You have a group of committed adults to help you. Second, working as a team demonstrates the same kind of leadership you will promote with the youth members in your post or club. It sends the message that the adults in the Exploring program believe in shared leadership and in everyone having an opportunity and a responsibility to be a part of the decision-making process.

Once you have been identified and selected as an adult leader, you should complete the required trainings for the position in which you are registered. All of the required trainings are available online at MyParticipation.org. Every registered adult leader must complete Youth Protection training every two years. See the following chart that describes which online training modules must be completed based on your position on the committee.

Topics include Exploring's five areas of program emphasis, program and activity planning, roles of adult and youth leaders, developing bylaws and standard operating procedures, and additional resources. Completing these modules will make the planning process flow smoothly and be more effective.

	Advisor/ Sponsor (including associates)	Committee Chair	Committee Member	Executive Officer	District and Council Committee Member	Service Team Members	LFL Presenter
Structure of an Exploring Program	X	X	X	X		X	
What Is Exploring?	X	X	X	X	X	X	X
Benefits of Exploring		X		X	X	X	
Positive Youth Development	X					X	X
Parts of a Meeting	X					X	
How to Market Your Program		X	X	X		X	
Methods of Exploring							
Registering and Renewing		X	X	X		X	
Safety First Guidelines	X	X	X			X	
Developing SOPs and Bylaws	X	X	X	X		X	
Program Planning	X	X	X			X	
Youth-Led Programs	X	X				X	
Youth Officer Elections	X						
Open House	X	X	X	X		X	
Program Fundraising		X	X	X	X	X	
Activity Planning	X	X	X				
Conducting an Officer Seminar	X						
Service Team Orientation						X	

Adult leaders in each of the positions listed above must complete each of the training modules noted on this chart, plus Youth Protection training, to be considered fully trained.

Phase 3: Program

Key Notes

- Complete required registration paperwork.
- Participate in the All-in-One Program Planning meeting with the rest of the committee.
- Assist with the coordination of your annual open house to invite youth to join your program.
- Develop your post or club bylaws and standard operating procedures.
- Consult with the district- or council-level Exploring committee members.

Related Online Training Modules

- Parts of a Meeting
- Safety First Guidelines
- Developing SOPs and Bylaws
- Program Planning
- Program Fundraising
- Activity Planning

Exploring Representative's Role

The Exploring representative will lead the All-in-One Program Planning meeting with your committee, which includes the coordination of your open house to recruit youth. The representative will also provide a sample set of bylaws and standard operating procedures and will connect you with the appropriate district- or council-level Exploring committee for additional support.

Your Role

This is the phase in which you will have the most influence and creative input. While there are plenty of program resources available to you to assist the development of your program, your program is ultimately a reflection of your creativity and your organization's vision. Most importantly, remember that Exploring is not Exploring unless you are providing interactive, hands-on activities for your youth members.

Did You Know?

You can access countless career-specific and soft skill activities—complete with step-by-step instructions—through the Exploring Activity Directory. Log in to your MyParticipation.org account to access this resource. You are also invited to submit your own activity ideas to the directory!

Program planning is an ongoing process. If your program is just getting started, the program is developed by adult leaders. However, over time the youth officers elected by their peers should take the lead on the program planning process guided by the adult leaders.

Phase 3: Program

Five Program Emphases

1. Career Opportunities

- Developing potential contacts that may broaden employment options
- Boosting self-confidence and experiencing success at school and work

2. Leadership Experience

- Developing leadership skills to fulfill one's responsibilities in society
- Providing exposure to different leadership traits

3. Life Skills

- Developing physical and mental fitness
- Experiencing positive social interaction

4. Citizenship

- Encouraging the skill and desire to help others
- Gaining a keen respect for the basic rights of others

5. Character Education

- Helping make ethical choices
- Fulfilling one's responsibility to society as a whole

Young adults in Exploring should be given the opportunity to participate in the program planning and implementation process. However, the Advisor/Sponsor has the responsibility to generate enthusiasm on the part of post or club participants about the potential of their experiences and activities in Exploring. Emphasis should be placed on youth running the post.

How Are the Five Areas of Emphasis Used in the Program Planning Process?

Career Opportunities

The opportunity for young adults to interact with business leaders is an important feature of the Exploring program. The use of consultants within the participating organization is a good way to expand this aspect of the

post or club program. Giving youth an opportunity to visit and try out careers will provide invaluable information that can help them in choosing their careers.

Leadership Experience

The post or club theoretically is run by Explorers. The training and development of youth officers and/or the post or club leaders is critical. Leadership development can take the form of formalized training provided by the adult leaders using the youth officers seminar.

Leadership is developed when each Explorer has an opportunity to experience being a leader. Leadership development in Exploring is action; post and club members learn about leadership by holding office in the post or club and by performing the duties and responsibilities of that office, or by leading an activity.

Leadership in Exploring is anything that a group participant does that helps the group accomplish a task or maintain relationships; leadership is also service to others in the post or club. A congratulatory remark, a pat on the back, and recognition for individual accomplishments and performance of assigned tasks are considered methods of leadership because they help to create quality, caring relationships within the group. Every participant in the group can experience leadership through the assignment of simple to sophisticated tasks that will result in a successful experience for the group.

Everyone in a post or club can be a leader. A climate must be created in the post that allows each participant to have an opportunity to experience leadership without the pressures of being an officer. (See chapter seven, "For the Youth Leader.")

The Advisor's/Sponsor's role is to ensure that power and responsibility are shared by all participants of the post or club. Post or club participants should be committed to one another's success and needs, as well as the goals of the post or club. For this to happen, all participants must have input and influence on group decisions and some control over group resources such as money or supplies.

Phase 3: Program

Life Skills

Positive life-skill interaction may take the form of a formal event such as a dance, banquet, or party. Life-skill activities can be informal gatherings, too, such as simple horseplay, a small caucus held before the meeting to deal with post or club business, or just talking about what's happening at school or in the community. Youth must be allowed time for formal and informal social interaction. To be successful, a post or club must establish and maintain relationships between group participants. A group is not successful if its participants do not like one another or continually put one another down. A group is successful when its participants enjoy one another's company, are committed to one another's success, and work cooperatively together. The cooperative games in this guidebook are excellent exercises that can be used to bring youth participants together.

Formal and informal social gatherings or activities that cause all participants to interact should be a natural part of the post or club program.

Citizenship

Leadership is service. To be a good leader, one must learn how to give of oneself to and on behalf of others. Developing and participating in service projects is one way the post or club can ensure that service is an integral part of its program and activities. The post or club members may come up with their own service project that will benefit the community or the post's or club's participating organization. (See chapter seven, "For the Youth Leader.")

Character Education

Program and activities that require manipulative as well as intellectual skills should be incorporated in the post or club program. Exploring is hands-on learning. Learning for Life has developed a series of ethical controversy activities that allow Explorers to investigate and explore several ethical dilemmas. These exercises will help develop positive decision-making skills in regard to the ethical and moral decisions they encounter daily.

All-in-One Program Planning Meeting

The All-in-One Program Planning meeting is a convenient way to get a lot of planning done in a short amount of time. Most Exploring volunteers also have a job that requires their attention, so the more people who attend this meeting, the lighter the obligation each person will have. However, no matter how light the obligation, each person's contribution plays an important role in the success of the program. We like to think there are two sides to the success of an Exploring program: 1) excited and engaged youth members and 2) supportive participating organizations that reap the reward of committing resources and time to their Exploring program when they are able to hire an Explorer as an employee. Refer to the All-in-One Program Planning meeting agenda in the appendix.

Who Should Attend?

The head of the organization (executive officer) should attend at least long enough to kick off the meeting and sign the registration forms. In addition, it is highly recommended to have at least five to seven people (employees, parents, and other subject matter experts in your career field) attend the meeting to support the program planning process. These people will ultimately become the program committee members. Refer to chapter one for detailed committee position descriptions.

Your local Exploring representative will facilitate the All-in-One Program Planning meeting for the committee members that you and your executive officer recruit to support your Exploring program. Allow at least two hours for this meeting and be sure ALL committee members (past and potential) are present. The information that follows is a detailed description of the meeting agenda. Refer to the appendix for a brief version that can be customized and distributed at the meeting.

Phase 3: Program

Agenda

1. Welcome and Introductions (5 min)

CEO/chief/head of organization, i.e., executive officer

- Explain the organization's commitment to and vision for your Exploring program.
- Ask for a volunteer to take notes/minutes.

2. Registration Forms (10 min)

Exploring representative

- Obtain the executive officer's signature on all forms while he or she is in the room.
 - Memorandum of Understanding, No. 800-737
 - New Post/Club Application, No. 524-565
 - Adult Application, No. 524-010
 - Criminal Background Exemption, No. 28-573, if applicable
- Review training report, completed and not completed.
- Collect registration fees.

3. Develop Basic Bylaws and Standard Operating Procedures (20 min)

Exploring representative

- Refer to the sample bylaws in the appendix.
- Consider the following items:
 - Age requirements (within the national Exploring guidelines)
 - Uniform standards (uniforms should distinguish Explorers from employees)
 - Dues or fees (above and beyond the national registration fees)
 - Behavior expectations

Your post or club bylaws are the foundation of your program. Ultimately, they provide membership and safety guidelines that will ensure a successful program.

Refer to the suggested bylaws in the appendix for some general ideas. At a minimum, your bylaws should include the suggestions found in the appendix.

Over time your organization should include the youth officers in the development of more comprehensive bylaws and standard operating procedures. Yours can be as detailed or as simple as you deem appropriate for your line of work.

4. Introduction to Program Planning Resources (20 min)

Service team member or Exploring representative

- Journey to Excellence Post/Club Scorecard (see chapter four, "Awards and Recognitions")
- Career Achievement Award (see appendix)
- Ask the attendees to complete the Adult Resource Survey (see appendix).

These resources are helpful in translating the work you do in your career into a quality youth program that is both exciting and educational. Be creative! You are not limited to the activity ideas in these resources. Consider the resources, tools, equipment, gear, experts, and trainings that your organization already uses. Plan fun, interactive, exciting, hands-on activities that demonstrate what the program is all about.

5. Activity Brainstorm (20 min)

Exploring representative

- Distribute the appropriate Career Opportunities Worksheet (see appendix). Use this to get the idea gears turning!
- Refer to the Career Achievement Award list of requirements for more activity ideas.
- Consider the five Exploring program emphases: career exploration, leadership experience, character education, life skills, and citizenship.
- Write responses to these questions on a flip chart or marker board:

Phase 3: Program

- Why did you choose this career for yourself?
 - What types of hands-on activities can you facilitate with middle- or high-schoolers using the resources of your organization?
 - What are the most exciting aspects of this career?
- Collect at least 20 activity ideas.

One of the best tools a post or club can use to learn the expertise and resources of other adults working with the post or club is the Career Opportunities Worksheet. Each career-specific worksheet has nearly 100 activity suggestions and space for you to note whether or not you have (or can get) access to the necessary resources for each activity. Committee members should complete the worksheet when brainstorming and planning the annual program. You might also consider asking parents to complete a worksheet in an effort to expand your program ideas and get parent involvement.

The worksheets reveal careers, hobbies, and skills of adults and, more importantly, their willingness to share their expertise with the post or club. In addition to a person's regular job, maybe he or she volunteers with fundraising activities and can assist the post or club with those endeavors. One post recently learned that it had a connection to a large civic organization it could use for resources.

The adult leaders, post and club committee members, and others in the participating organization initially complete the worksheets. After election of officers, the program vice president will maintain and update the worksheets.

6. Calendarize Activities (20 min)

Committee members

- Refer to the sample program calendar in the appendix.
- Determine your meeting frequency. It is recommended to have two meetings each month.
- Confirm the date, time, and location for your open house. When school starts, young adults become involved in many different activities. In order to achieve maximum participation, the best time of year to host an open house is between Labor Day and Thanksgiving, or in February.
- Beginning with the open house, plan at least three months of program meetings and activities.
- From the list of activity ideas, select three to five that can be facilitated in five to six minutes. These will be the interactive activity stations at the open house youth recruitment night.

Brainstorm all ideas. Do not rule out anything at this point. Something may not be practical, but it may spark an idea of something related that is practical. Discuss and evaluate each idea. Refer to the completed Career Opportunities Worksheets.

Set up a three-month calendar of activities (two per month) that best represent the career field of your post or club and its participating organization. Youth members and officers will continue to schedule meetings and activities beyond the three months. When possible, choose activities that are dynamic and action-oriented and that prospective Explorers can physically do. For some posts and clubs, action-packed activities will be obvious and easy to choose. Other posts and clubs will need to be more creative in selecting activities. Business or finance post or club activities might include developing spreadsheets, researching stock information, creating and making a sales presentation, updating information on a website, or creating a product from scratch.

The selected activities should be arranged to follow a logical progression. For example, a culinary post or club would not start with cooking a seven-course meal at the second meeting. An elaborate meal might be a year-end event.

Phase 3: Program

The initial meetings might include the basic steps— menu planning, food selection, preparation techniques, and food presentation—and proceed to more in-depth information throughout the year. These activities should cover the first three months (or six to seven meetings) for the post.

7. Delegate Action Items for Your Open House (20 min)

Post Advisor/club Sponsor/committee chair

- Reserve meeting space. Make note of who will be available to unlock doors, if necessary.
- Create a final draft of the program calendar and print enough copies to distribute.
- Prepare a sign-in sheet with spaces for name, phone number, school, grade, email address, etc.
- Bring cash, change, and a receipt book to accept registration/membership fees.
- Bring beverages, snacks, cups, plates, and napkins.
- Make personal phone calls to invite students.

- Write and deliver personalized invitation letters (on your organization's letterhead) to students using the directory information from the career interest survey data.
- Prepare the open house agenda (refer to the sample agenda in the appendix).
- Bring activity supplies for the three to five hands-on activities that were selected from the brainstorming session for the open house (bunker gear, handcuffs, first-aid materials, etc.).
- What else can you think of?

Refer to the next phase in this chapter for more guidance on coordinating your open house. In short, you will arrange several of the brainstormed activities in short duration for the open house—avoid focusing on just one activity. Three to five activities for five to six minutes at a time is ideal. Give the prospective Explorers a quick taste of what they can learn and experience in your post or club, then quickly move on to another brief activity.

Phase 4: Participation

Key Notes

- Plan hands-on, interactive activities that will fill more than half of the time allotted for your open house.
- Promote your open house at least seven different ways.
- Utilize the career interest data obtained either from the Learning for Life Student Career Interest Survey or directly from the schools in your area.
- Elect youth officers and train them in their positions.

Related Online Training Modules

- Open House
- Youth Officer Elections
- Conducting an Officer Seminar
- How to Market Your Program
- Registering and Renewing

Exploring Representative's Role

The Exploring representative will assist you in the coordination of your open house and provide contact information for local youth interested in your career field. The representative will also be helpful in preparing you and your youth officers for a youth-led program.

Your Role

Focus your energy on planning an interactive open house. The hands-on activities will entice youth who attend your open house to return to each meeting. Also focus on promoting your open house. Aim to reach as many youth as possible. As a general rule of thumb, 10 percent of those invited will attend and join your program. After your open house, make plans in the near future to elect youth officers. This is the first step in transitioning your program to a youth-led program, which provides the leadership experiences you and your employer need in your future workforce.

Did You Know?

Chapter seven in this guidebook is a resource for the youth officers elected in your program. Feel free to share a copy of that chapter with each of them to prepare them in their leadership roles.

Phase 4: Participation

The Open House

First Steps

1. Confirm completion of Explorer leader training and Youth Protection training by all adults who will be registered in your program.
2. Set the date. This was most likely completed during the All-In-One Program Planning meeting.
3. Confirm whether or not your organization plans to set a participation fee in addition to the annual registration fee. This fee may help subsidize the cost of meeting activities, uniforms or shirts, equipment, etc.

Promote Your Open House

Promoting your open house may seem to be a daunting task, but if you carry out the following suggestions you are guaranteed to have high attendance no matter the type of community or the type of program you are starting. Remember to include all committee members in the process.

1. Deliver personal letters of invitation to students from the head of the organization, printed on the organization's letterhead. Take a look at the sample invitation letters in the appendix.
2. Have the committee make a personal phone call to each student to follow up on the letter. If you don't have phone numbers, deliver a reminder note (short and sweet is best).
3. Be sure the person answering the phone number listed in the invitation letter and other promotional materials has the open house information and can explain the basics of the Exploring program.
4. Hang Exploring posters with open house information on front doors of the school, front office of the school, counselor's office, and library.
5. Hang Exploring posters in the front lobby of the participating organization.
6. Post open house information on your council website or calendar.

7. Post open house information on the school website or calendar.
8. Post open house information on the participating organization's website or calendar.
9. Include information on the school's marquee.
10. Include information on the participating organization's marquee.
11. Include information in all area schools' daily announcements during the week leading up to the open house.
12. Have the committee set up a booth during a school or community career fair. (This step can be done any time of the year as an additional recruitment effort.)
13. Have all of the participating organization's staff members email everyone in their own contact lists, inviting them to attend. As the professional, you should create this email, and simply ask them to copy and paste it into a new email to their contacts.
14. Find out what methods the participating organization uses to communicate with the local community, and utilize those same methods.
15. Promote the open house on your council's Facebook page.
16. Promote the open house on the participating organization's Facebook page.

Personal Invitation Letters

The local Exploring office can provide the names and addresses of young adults who are interested in particular career fields based on career interest survey results. If schools are not willing to provide student directory information (name, address, etc.), print the letters and ask counselors to deliver them to students themselves. Remember to offer to put labels on envelopes for him or her. Letters of invitation should be sent to two distinct groups: prospective Explorers and former or current Explorers, if applicable.

Phase 4: Participation

Effective letters of invitation:

- Are printed on the participating organization's letterhead.
- Are signed by the executive officer.
- Are personalized ("Dear Tom," not "Dear Prospective Explorer").
- Do not appear to be a mass mailing or junk mail.
- Encourage young adults to bring their friends.
- Include an attachment with directions and parking information.
- Highlight the activities planned for the meeting.
- Request a response.
- Inform attendees of the minimal participation fee, which may cover accident and sickness insurance coverage (see chapter five for more information on this coverage).
- Mention that the Explorer's presence is valuable in relating with other young adults with their same career interest.

Here are some messages most likely to attract the attention of teens:

- Financial success in career field
- College endorsement of career field
- Increased opportunity to obtain a job in an exclusive field
- Hands-on learning approach
- Fun and entertaining

Conduct the Open House

Rehearse, rehearse, and rehearse! Refer to the sample open house agenda in the appendix. Conduct a walk-through of the plan developed by the post or club committee and Advisors/Sponsors. Look for minor details that,

if overlooked, might cause a problem in the program. Walk through the meeting facility at least one day in advance. Also consider having on hand extension cords for equipment, snacks and refreshments, sufficient seating (if applicable), and pens for signing participation forms. Make sure that audiovisual equipment is in working order (if needed), sufficient copies of the post's program calendar are on hand, the room temperature is comfortable, and that you have safety equipment in youth sizes, directional signs, door greeters, a cash box, and a person designated to collect money. Ensure the head of the participating organization is present to personally express the company's interest in Exploring. Help prepare the executive officer beforehand with the aims of Exploring and Exploring terminology so he or she appears prepared and knowledgeable. Avoid references to Scouting, Boy Scouts, and Explorer Scouts. Exploring is the worksite-based career exploration program of Learning for Life, an affiliate of the Boy Scouts of America.

Conduct the meeting as planned. All members of the program committee and all Advisors/Sponsors should be present for name and face recognition, to answer questions from parents or young adults, and to handle any unforeseen circumstances (restock refreshments, etc.).

Paperwork and Money

Have sufficient quantities of the Exploring youth and adult applications. The bottom copies of these applications serve as receipts.

Have all prospective Explorers who wish to join, or who are even thinking of joining, fill in their information on a sign-in sheet even if they do not complete an application. Be sure to obtain all information, as it is vital to proper registration.

The post committee chair or club Sponsor should ask parents who are present to volunteer to serve on the post or club committee.

Collect sufficient funds from each new Explorer and adult. The national registration fee is \$24 annually. If a post also has dues or additional participation fees, those are collect-

Phase 4: Participation

ed separately from the registration fee. A parent writing a check must write two separate checks: one made out to the local council for the national registration fee, and the other made out to the participating organization.

Ensure all prospective Explorers have a copy of the program calendar before they leave.

Submit the completed forms and required fees to your service team volunteer or Exploring representative within 48 hours. The local Exploring office provides you with the proper forms and information on the fees and procedures to officially register your Exploring program with Learning for Life. Have the young people complete their Explorer applications and collect fees at the open house. Aim to complete and collect any remaining applications and fees at the second post or club meeting. This registration process must be completed as soon as possible after the open house. Being registered gives you and your post or club members a sense of reality and liability insurance coverage. You are a real organization, entitled to all the services and support of Learning for Life. It also begins the process of helping the Explorers in your program realize what running an organization entails.

Follow-up Letters

The executive officer should send a letter to each new Explorer or renewing Explorer the day following the open house thanking him or her for participating and sharing the executive officer's excitement about the Exploring program.

The participating organization should consider a follow-up phone call or follow-up letter to each prospective Explorer who was unable to attend the open house—those young adults are probably still interested, but may have had a scheduling conflict on the open house date. Depending on the number of follow-up calls to be made, this may be done by the participating organization or divided up among the post or club committee members.

Evaluation

Gather the committee to address these questions:

- What did we intend to do? What actually happened?
- What worked well that we should keep doing?
- What should we do differently next time to make a better impact?

These questions should be asked of each of the adult leaders and/or post or club committee members shortly after the open house while everything is still fresh in everyone's minds. The results of the critique should be maintained for the youth officers for planning the next open house.

Inform the Head of the Participating Organization

In some cases, the head of the participating organization is registered as the executive officer in the Exploring program. When a person other than the head of the organization is registered as the executive officer, be sure to keep both persons in the loop. Because the head of the participating organization has a vested interest in the success of the post or club, either make a follow-up visit or mail a follow-up letter to the executive officer outlining the results of the open house.

Programs that keep their executive officer informed of program activities invariably have stronger organizational support in adult assistance, financial support, facilities, and other resources. This is an ongoing process, but the open house is an important event to report to the executive officer.

Phase 4: Participation

Election of Youth Officers

The purpose of an Exploring program is to have the youth officers play a key role in the leadership of their post or club. So, their election to office is an important item of business and should be addressed as soon as possible after your open house. Refer to the sample agenda in the appendix for a post or club meeting with elections. The elected officers of an Explorer post or club consist of the following people. Refer to chapter seven for detailed position descriptions.

President—Key youth leader of the post or club; works closely with you and the youth leadership team to plan post or club meetings and the post's or club's officer meetings.

Administrative vice president—Responsible for membership and recognition.

Program vice president—Surveys members' interests in program activities.

Secretary—Keeps records, takes minutes, and handles correspondence.

Treasurer—Maintains dues and post or club treasury.

Two types of elections may take place in an Exploring program: temporary selection of officers or permanent election of officers for the year.

Temporary Selection of Officers

The temporary selection of officers is done for two basic reasons: (1) The members in your program do not know one another well enough to make a permanent election of officers right after the start-up of the post or club; and (2) many programs elect officers for a one-year term, beginning in January, and some posts or clubs start up in the fall before the regular election is held.

Whether you opt for a temporary or permanent election of officers is up to your post or club. The election process is fluid and depends on the makeup of the members in your post or club. For example, how well do the members know one another? How prepared to hold

an election do they seem? Some groups get to know one another fairly quickly; others are more careful and slower in the get-acquainted process. Each post or club is different.

Sense the makeup and mood of your group. If you think a temporary selection would better serve the interests of your post or club, consider the following as possible methods for selecting youth officers.

- Recruit or appoint temporary officers, selecting those expressing interest or enthusiasm during the first meeting.
- Appoint a nominating committee of members at your second post or club meeting to review the position descriptions of each office and to select a slate of officers to be elected at the third or fourth post or club meeting.
- Divide the members of your post or club into groups if they represent several schools or communities. Have each group elect a representative who serves as a temporary officer until the regular election. Meet with these representatives and either appoint them to a specific office or hold an election to determine which office position each of them will fill until the regular election.

Permanent Election of Officers

Most posts or clubs elect officers for a one-year term, corresponding with the calendar year. This provides continuity for the post or club through the spring and summer months. Other posts or clubs hold elections in the fall, corresponding with the school year. Because it takes time for officers to be trained by you and to grow in office, shorter terms are not recommended. For post or club members not elected to office, the appointment of the activity chairs and committee memberships provide leadership experiences. When you are ready to hold your regular election for the selection of permanent officers, you should follow some election procedures:

Phase 4: Participation

1. As the Advisor or Sponsor, you inform your post or club members about the responsibilities of each office, stressing the need for commitment and attendance at all meetings.
2. The current or temporary youth president explains the election procedures and date of election, and appoints a nominating committee of three or more post or club members who will interview prospects and prepare a slate of nominees. Post or club members interested in running for office are encouraged to contact the committee. An associate Advisor or Sponsor should be involved with the nominating committee to lend advice and support.

A nominating committee is important because it takes the time needed to ensure that nominees are able and willing to serve. Nominees should understand and commit to the responsibilities and the time involved.
3. The nominating committee interviews those post or club members with an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Explorers.
4. Specific procedures must be followed on election day. These procedures include:
 - The president asks for the nominating report.
 - Post or club members are invited to make any additional nominations. If the nominations of these individuals are seconded, and if the nominees agree to serve, they are placed on the ballot.

- Nominations are closed by a majority vote. Each nominee may give a brief talk on his or her qualifications, goals, and desire to serve. Program members should be able to ask questions.
- The president requests a motion to approve the report of the nominating committee, thereby electing those nominated to office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
- The newly elected officers are congratulated, and an installation ceremony is planned.

By the time the election of your program officers is completed, you already have accomplished a great deal. First, the members of your program have been able to observe how you and the rest of the adult leadership team have led in the first critical start-up period of your program. Second, they have experienced your desire to have them involved in the actual running of their program. Third, together you have carried out a practical process to elect people they believe can effectively lead.

Phase 4: Participation

Transitioning Your Program to Youth Leaders

One of the set-up activities before the actual start-up of your program was developing a strong program of activities for the first three months of your program. Several things could cause you to make adjustments in that program. First, because the Career Opportunities Worksheet is an ongoing process, you might receive additional responses that could influence your program for the first three months. Second, you now have a feel for the people in your program, and you might realize that other activities would benefit this particular group more. Third, the youth post or club leaders will be conducting an Explorer activity interest survey during their training, and this also might cause adjustments to your program.

You want your program members to take a strong interest in their program activities, so if they have good ideas, the program should be flexible enough to reflect those ideas. The more the youth leaders take responsibility for their own program, the better you are fulfilling your role as an Advisor/Sponsor.

You will be conducting two training meetings for the elected officers of your post or club, both of which should take place right after the election. The first is called the program officers briefing and the second is called the post or club officers seminar.

Training No. 1: The Post or Club Officers Briefing

Immediately after the election, you and the new officers should schedule the post or club officers briefing. This meeting lasts about two hours and can take place after school, on an evening, on a weekend morning, or whenever it is convenient.

Select a comfortable location where you won't be interrupted. Make the new officers feel at ease, and keep the agenda informal and friendly. The new youth president should chair this meeting. Review the agenda with the president to prepare him or her. If this is an established program, turn over any program records from the previous officers.

The post or club officers briefing is your first major opportunity to establish good relationships with your officers. It also is the first good opportunity to begin sharing responsibility for the program. Since you already have about three months of program activities planned, you can begin to get them involved in carrying out these activities while training them in the process.

See the suggested agenda in the appendix for the post or club officers briefing. Be prepared to discuss the Explorer activity interest survey. Samples can be found in the appendix. This survey should be tailored to the focus of your program and the resources available. The survey can be done by having Explorers fill out the form, by interview, or by a large group discussion as a post or club. Each method has its advantages and disadvantages, and you may want to conduct at least two types of surveys. It is important that the survey is completed before the post or club officers seminar so that the officers have input from all the program members before they begin planning the year's program.

Training No. 2: Youth Officers Seminar

The post or club officers seminar is the main training and planning session for newly elected officers. It is led by the Advisor/Sponsor, the president, and the associate Advisors/Sponsors. A successful seminar provides a clear road map for the coming months and enables the officers to begin assuming leadership of their program.

Youth Officers Seminar

Objectives

- To have the youth officers learn their position responsibilities
- To build a working youth leadership team
- To acquaint the officers with Exploring leadership skills and the contents of the "For the Youth Leader" chapter of this *Exploring Guidebook*
- To plan the post's or club's program schedule for the coming year

Phase 4: Participation

Timing

The seminar takes eight hours. A Saturday morning and afternoon session is typical. An overnight seminar is ideal because it provides more time for the group to get acquainted and work as a team. As another alternative, the officers could plan several after-school sessions.

Whichever option you and your officers select, take care not to lose continuity. Build into the schedule time for relaxation and fun.

Location

Find a location that is comfortable and quiet with adequate tables, chairs, and wall space for charts. An area should be available for exercise and recreation. To avoid disruptions, arrange for outside help for refreshments or meals.

Preparation

Much of the seminar's content is based on the *Exploring Guidebook*. Carefully review the material before the seminar. Meet with your president and associate Advisors/Sponsors to review the seminar agenda, and assign specific responsibilities for obtaining needed materials and for conducting segments of the seminar.

Materials

Collect the following information:

- Calendar of known events that could present program conflict and religious, school, community, and Exploring events, entered on large monthly calendar pages
- Current Adult Resource Surveys and Career Opportunities Worksheet summarized by the associate Advisor/Sponsor for program (see the appendix)
- Chart of your post's or club's organization (see the sample organizational chart in chapter seven)
- For the Youth Leader chapter of this *Exploring Guidebook*—one for each officer who does not already have one

- Explorer treasurer's records for the treasurer—reproduce the treasurer's record sheets found in the appendix
- Explorer secretary's records for the secretary—reproduce the secretary's records found in the appendix
- Explorer Program Planning Calendar for the current year if available; if not, secure a similar calendar or reproduce the monthly program calendar found in the appendix.
- Paper and pencils for each officer
- Flip-chart pad OR marker board and markers
- Copies of your post or club bylaws if these have been developed
- Refreshments

Managing the Seminar

This seminar might be the first time your officers have worked together on a project. Their development as a team is important. Planning their Exploring program as a group commits each officer to its success. Use the following guidelines to help you manage this seminar:

- Encourage every officer's involvement.
- Avoid lecturing. Be involved as a participant, not as the director.
- Use open-ended questions to encourage thoughtful discussion and action.
- Direct the group back on task when the topic diverges too much.

Youth Officers Seminar Agenda

- I. **Welcome.** The Advisor/Sponsor and post or club president opens the seminar.
 - Explain the purpose and objectives of the seminar.
 - Describe the manner in which the objectives will be pursued throughout the seminar: group participation, discussion, reflection, and cooperative decision-making.

Phase 4: Participation

- Review the agenda with the officers.
- Be sure each officer has a copy of the “For the Youth Leader” chapter of the *Exploring Guidebook*.

II. **Duties.** Review and discuss officer and Advisor/Sponsor responsibilities and roles.

- Encourage each person to tell the group why he or she joined the post or club, what he or she hopes the program will accomplish in the next year, and one goal he or she has for the way post or club members work together.
- Using the position descriptions in the “For the Youth Leader” chapter, each officer describes what he or she does.
- Using the position descriptions in chapter one, the Advisor/Sponsor and each associate Advisor describe what he or she does.
- The Advisor/Sponsor explains the role of the post or club committee.
- The president explains what activity chairs and activity committees do.
- Use the organizational chart in chapter seven to explain how all the positions fit together.

III. **Leadership.** Discuss leadership skills.

- Have the Advisors/Sponsors review chapter two and the Explorers review the “For the Youth Leader” chapter.
- Ask: “What is the definition of leadership?”
- Ask: “How is leadership learned?”
- Turn to “11 Exploring Leadership Skills” in chapter one of this guidebook. Assign all 11 leadership skills to the Advisors/Sponsors and officers present. There should be no more than two for each person. Ask each person to take a few minutes and prepare to teach the rest of the group:

- What the skill is
- Why it is important
- How it can be used in Exploring

Each skill should take no more than five minutes.

IV. **Scheduling.** Plan the year’s post or club program.

Review the introduction and the “Planning Your Post’s or Club’s Program” section in the “For the Youth Leader” chapter of this guidebook. Follow those steps, summarized here, in planning your year’s program.

- Gather information about the activities that have been suggested from the Career Opportunities Worksheet and the Explorer Activity Interest Survey, and acquaint everybody with its content. The superactivity can be planned at the same time, or you can go through this process separately for that activity.
- Brainstorm for more ideas without any judgment about which are better. Put out the monthly calendars, writing in the dates of events that would conflict with program activities.
- Evaluate each idea on the basis of whether it: (1) fits the post or club mission; (2) provides balance to the program, based on the five emphasis areas; (3) addresses the needs and interests of post or club members; and (4) is an activity that is possible.
- Choose which activities you would like to schedule. Pencil them in on your calendar. Review the goals of Exploring (in chapter one of this guidebook and in section one of the “For the Youth Leader” chapter of this guidebook) and the qualities of a good program. Evaluate whether your program will have these qualities. Decide what fundraising activities might be necessary, using the same process.

Phase 4: Participation

V. **Activities.** Practice the process of planning each activity.

- Select one activity (other than the superactivity) for practicing the process of planning. (See the appendix for the Activity Planner and section four of the “For the Youth Leader” chapter for the steps.)
- Plan this activity, using the following steps:
 1. Consider the objective. What is its purpose? What should post or club members gain from this activity?
 2. Identify resources. What expertise, facilities, and materials are needed? Whom can we get to help? Who would be the best consultant, activity chair, and committee members? What is available at the location? Where can we get the necessary equipment? (The Career Opportunities Worksheet is a good source of information.)
 3. Plan an alternative in case of an emergency or bad weather. What are the possible obstacles that could arise and how would we handle them?
 4. Share the plan. Decide how to publicize it.
 5. List all the tasks necessary to carry out the plan.
 6. Evaluate. After the activity, use reflection to evaluate it as officers and as a post or club. Did the activity accomplish what was expected? Was it successful? Why or why not?
- Apply this planning process to your post or club superactivity.
 1. Begin to think about all the considerations necessary for your post’s or club’s superactivity, using “How to Plan Your Superactivity” in chapter seven, “For the Youth Leader.”

2. Briefly consider the above planning steps and apply them to your superactivity. Fill in the dates that planning steps should be done, using the Activity Planner in the appendix.
3. Consider who might serve on the superactivity committee.

VI. **Program meetings.** Develop a program meeting agenda.

- Review the section on regular program meetings (in chapter seven) and the sample meeting agenda (in the appendix).
- Develop an agenda for your program, if any changes from the sample one are needed.

VII. **Review the post’s or club’s bylaws.**

- Review the information on post or club bylaws in chapter seven, “For the Youth Leader,” of this guidebook.
- Review the post’s or club’s bylaws. Ask each officer to make notes on points in the post’s or club’s bylaws that apply to his or her role.
- Ask the officers to consider whether this is consistent with how they see their positions and how they would like to see their program run.
- Ask whether they feel that the bylaws are realistic and if the rules are ones that the group can live by and enforce. Discuss whether any bylaws should be changed or added.
- The youth president appoints a committee to develop a post’s or club’s bylaws if this has not been done before or if you are a new post or club. See the suggested post or club bylaws in the appendix.

Phase 4: Participation

VIII. Closing

- Ask group members to consider the activities they have participated in during this seminar. Then ask them to think back to the leadership skills that were discussed earlier in the day. Now that they have had a chance to experience what it means to lead an Exploring program, ask them how these skills will be important to them in the year ahead.
- Lead a reflection based on the goals the group members set for themselves earlier in the day. Ask the group: “Did we live up to the goals we set? Why or why not? What should we keep on doing? What should we change about the way we work together?”
- Congratulate the group on a job well done, and review the responsibilities in the activities they have planned. Consider having each officer write a contract of the responsibilities to which he or she has committed. Remind the group that, as soon as possible, their newly planned program should be printed and distributed to all program members, the post or club committee, and parents.
- Emphasize new skills, new ideas, new experiences, and new challenges.

In the post or club officers seminar, you took the first significant step in guiding the design of a youth-led program of activities. Now the real work begins. You will be repeating on a daily basis the kind of process that went on in the seminar, in the person-to-person interchanges, meetings, and activities that go on in the program. Remind the Explorers of the insights and skills they gained in the post or club officers seminar. Use timely, positive feedback whenever possible, and try to make sure that all post or club members, not just the officers, develop leadership skills.

If the Exploring program develops a problem, it could be because the leadership forgot about the structure set up to get everyone involved. Consequently, the responsibility for program planning and follow-through often falls on one or a few individuals. Follow up to make sure that the youth officers are engaging other Explorers in their program by gathering their feedback on activity ideas and designating an Explorer as an activity chair. Youth officers and activity chairs should also be matched to adult leaders on the committee. If someone is not performing well, that individual probably needs training.

Don’t get so caught up in details that you lose sight of the big picture. Remember to enjoy the activities and the company of your Explorers. Don’t forget that Exploring is a process of the development of people, and that process will invariably run into problems. There also will be times of complete enjoyment and pleasure that all is going well.

Don’t forget to use reflection with the post or club to encourage empathy, understanding, and compassion for others. Action, then reflection, should become a habit.

Remember the qualities of a good Exploring program:

- Addresses the needs and interests of program members
- Reflects a balanced program, based on the five emphasis areas
- Is action-oriented and delivers hands-on real-world experiences
- Emphasizes Explorer responsibility for decision making
- Emphasizes care and responsibility for one another and the community

Registering and Renewing Your Program Each Year

Each year you will be required to renew your post or club registration through your local Exploring office.

Your local Exploring representative will help you through the process. Meanwhile, here are the basics:

It is important to note that if your renewal is not submitted on time, your post or club will be dropped. If your program is dropped, so is the insurance coverage.

Exploring programs across the country renew at different times. Regardless of the timing, renewal is the time to make changes to your roster. Here is a list of the changes you can make:

- Change addresses for individuals or participating organization
- Drop youth or adults who are no longer participating
- Change or add phone numbers
- Change adult leader positions
- Move youth who have aged out (21 or older) to an adult position

Required registration paperwork:

- Applications for new youth members, No. 524-009
- Applications for new adult members, No. 524-010
- Memorandum of Understanding signed by executive officer, No. 800-737
- New Post/Club Application, No. 524-565
- A check for the total registration fee made out to the local office

Chapter Four: Awards and Recognitions

Contents

- Career Achievement Award, 63***
- Congressional Award, 64***
- Exploring Leadership Certificate, 64***
- Journey to Excellence, 64***
- Leadership Award Program, 65***
- Lifesaving Award, 65***
- Meritorious Action Award, 66***
- Learning for Life Foundation Society Award, 66***
- President's Volunteer Service Award, 66***
- Proficiency Awards for Law Enforcement and Fire Exploring Programs, 67***
- William H. Spurgeon Award, 70***

As you either read earlier in this guidebook or heard in the Methods of Exploring online leader training module, recognition of achievement is one of the methods of the Exploring program. A clear expectation of good behavior causes young adults to rise to and exceed our expectations. You'll also find that you and your youth officers can

translate many of the award requirements into program activities facilitated at regular program meetings.

You will also find that the Exploring program offers recognitions for adult leaders and participating organizations. We encourage you to pursue these as well.

You can find all of the award applications for the following recognitions on the Exploring website at www.learningforlife.org/exploring unless noted otherwise.

All recognition items can be obtained through your local Exploring representative, unless noted otherwise.

Consider presenting recognitions and awards at an annual recognition banquet, parent night, or holiday celebration.

Refer to the Program Planning training module at MyParticipation.org for thoughts on how to incorporate awards and recognitions into your Exploring program.

Looking for scholarships? Go to www.learningforlife.org/exploring.

Career Achievement Award

Recipients: Youth

Recognition:

Certificate, No. 32194

Background

Learning for Life programs involve active learning and include lots of fun-filled, hands-on activities. Learning for Life promotes the conditions necessary for the growth and development of adolescents. The following are the key components of the Learning for Life Career Achievement Award program, which allows young people to acquire and be recognized for career proficiency achievement and community service.

Purpose

The purpose of the Learning for Life Career Achievement Award program is to:

- Provide direction to Explorers and student participants in individual career proficiency.



- Motivate Explorers and student participants to discover and take on career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers and student participants distinguished credentials for their résumés.

Requirements

Explorers or Learning for Life participants can earn a Career Achievement Award in any or all of the 12 career fields. To earn a Career Achievement Award, the candidate must provide 50 hours of community service and complete any nine career achievements. The Explorer Advisor or Sponsor certifies that each Explorer has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

Find the full award packet with specific requirements for each career field in the appendix.

Congressional Award

Recipients: Youth

Recognitions: After completion and submission at www.congressionalaward.org, youth will receive their certificate or medal from their senator and/or representative.



The Congressional Award is the U.S. Congress' award for young Americans. It is nonpartisan, voluntary, and non-competitive. The program is open to all 14- to 23-year-olds. Participants earn Bronze, Silver, and Gold

Congressional Award Certificates and Bronze, Silver, and Gold Congressional Award Medals. Each level involves setting goals in four program areas: volunteer public service, personal development, physical fitness, and expedition/exploration. Earning the award is a fun and interesting way to get more involved in something you already enjoy or something you'd like to try for the first time. You move at your own pace—on your own or with your friends. This is not an award for past accomplishments.

Instead, you are honored for achieving your own challenging goals. Regardless of your situation, you can earn the Congressional Award. The Congressional Award has no minimum grade-point average requirements. It accommodates young people with special needs or disabilities who are willing to take the challenge.

Through the Congressional Award, the U.S. Congress challenges young Americans to challenge themselves and recognizes young people who set and achieve goals in four program areas:

- Volunteer public service—providing volunteer public service to others and the community
- Personal development—developing personal interests, social skills, and employment skills
- Physical fitness—improving quality of life through fitness activities
- Expedition/exploration—undertaking a wilderness or venture experience

The Congressional Award program is about challenge.

The award offers young people the opportunity to set a personal goal and achieve it. Along the way, they will learn about themselves and about qualities like responsibility, trust, and the ability to plan and organize. There are six levels of awards—Bronze, Silver, and Gold certificates and Bronze, Silver, and Gold medals. Each level is cumulative, meaning time spent on one award is carried with you to the next level. The minimum age to register is 13½ and goals must be accomplished by the 24th birthday.

For more information and an application, visit www.congressionalaward.org.

Exploring Leadership Certificate

Recipients: Youth

Recognitions: Certificate

The Exploring Leadership Certificate is a self-paced, leadership training program focused around Exploring's five areas of program emphasis: career opportunities, leadership experience, life skills, citizenship, and character education. Explorers earn the certificates individually rather than in a group setting. Adult leaders coach Explorers throughout the process.

Journey to Excellence

Recipients: Participating organizations

Recognitions: Certificate, lapel pin, plaque, ribbon



Journey to Excellence is Learning for Life's program performance recognition system designed to encourage and reward success and measure the performance of Exploring programs. It is meant to encourage excellence in providing a quality program at all levels of the BSA and Learning for Life. Both posts and clubs can earn bronze, silver, or gold JTE recognition.

Leadership Award Program

Recipients: Youth, adults

Recognitions: Recognition medallion, No. 04173, suspended from a blue/red/blue ribbon and worn around the neck, and certificate, No. 32195



Purpose

The council or district presents the Learning for Life Leadership Award, which is a distinguished award for Explorers, high school participants, and adult volunteer leaders who have given exceptional leadership in Exploring or Learning for Life programs.

Qualifications

- Active youth participant or adult leader for at least one year in either the Learning for Life high school program or Exploring.
- Demonstrated exceptional dedication and gave outstanding leadership to the youth participants in either the Learning for Life high school program or Exploring.
- Provide at least three letters of recommendation from post or group, school, employer, or civic or community leaders with nomination form.

Council/District Selection Procedure

The Learning for Life Leadership Award selection committee is part of the program function of the local council/district. The program committee is responsible for the following:

- Submitting a letter with the application noting the council/district plan and deadline date for receiving all nominations from all Explorer posts and high school groups.

- Reviewing all post and group nominations and selecting the recipients for the council/district.
- Designing a local ceremony for presentation.
- Through proper public relations, focusing attention on the winner or winners and their accomplishments.

Lifesaving Award

Recipients: Youth, adults

Recognition: Honor plaque

Recognition may be given to a youth member or adult leader of Learning for Life where the evidence presented to the National Learning for Life office, in accordance with prescribed regulations, shows that he or she saved or attempted to save life under circumstances that indicate heroism and risk to self. Learning for Life will give consideration to resourcefulness and to demonstrated skill in rescue methods. In no case shall recognition be given where it appears that the risk involved was merely in the performance of duty or the meeting of an obligation because of responsibility to supervise and give leadership to the persons whose lives were saved. The honor plaque may be awarded in exceptional cases to a youth or adult participant who has demonstrated unusual heroism and extraordinary skill or resourcefulness in saving or attempting to save life at considerable or extreme risk to self.

All applications should be submitted to the National Learning for Life office through the local Learning for Life office upon duly prescribed forms, and it shall be within the discretion of the National Learning for Life office to determine which type of recognition, if any, shall be given. Recipients of these awards must be participants of Learning for Life at the time the action was performed. Awards are made in the name of Learning for Life.

Meritorious Action Award

Recipients: Youth, adults

Recognition: National Certificate of Merit

Recognition may be given to a youth or adult participant where the evidence presented to the National Learning for Life office, in accordance with prescribed regulations, shows that a significant or outstanding act of service, of an exceptional character, was performed. The action taken need not involve attempts of rescue or risk to self but must put into practice skills and/or ideals in Learning for Life. Recognition shall not be given where it appears that the action involved was merely in the performance of duty or the meeting of an obligation.

All applications should be submitted to the National Learning for Life office through the local Learning for Life office upon duly prescribed forms, and it shall be within the discretion of the National Learning for Life office to determine which type of recognition, if any, shall be given. Recipients of these awards must be participants of Learning for Life at the time the action was performed. Awards are made in the name of Learning for Life.

Learning for Life Foundation Society Award

Recipients: Individuals, participating organizations

Recognition: Certificate and lapel pin

Recognition for individuals who contribute a minimum of \$1,000 to the Learning for Life programs to provide scholarships, service grants, and career networking. Recognition provided by national Learning for Life office.



President's Volunteer Service Award

Recipients: Individual, family, or group

Recognitions: Any combination of a customized certificate, choice of lapel pin, medallion, or coin, and letter from the president of the United States. Order through the National Learning for Life Service Center.



Learning for Life is an official processor of the President's Volunteer Service Award. It is the premier volunteer awards program, encouraging United States citizens or lawfully admitted permanent residents of the United States through presidential recognition to live a life of service. Recognition of deserving individuals inspires others to take positive action to change the world. For more information, visit www.presidentialserviceawards.gov.

Background

America has a long and proud tradition of volunteer service. Now, more than ever, volunteers are renewing their commitment to help others and making new connections that bring us closer together as families, as neighbors, as communities, and as a nation. The President's Council on Service and Civic Participation (the Council) was established in 2003 to recognize the valuable contributions volunteers are making in our communities and encourage more people to serve.

The Council created the President's Volunteer Service Award program as a way to thank and honor Americans who, by their demonstrated commitment and example, inspire others to engage in volunteer service. The program continues as an initiative of the Corporation for National and Community Service. Recognizing and honoring volunteers sets a standard for service, encourages a sustained commitment to civic participation, and inspires others to make service a central part of their lives. The President's Volunteer Service Award recognizes United States citizens and lawfully admitted permanent residents of the United States who have achieved the required number of hours of service over a 12-month time period or over the course of a lifetime.

Award Criteria

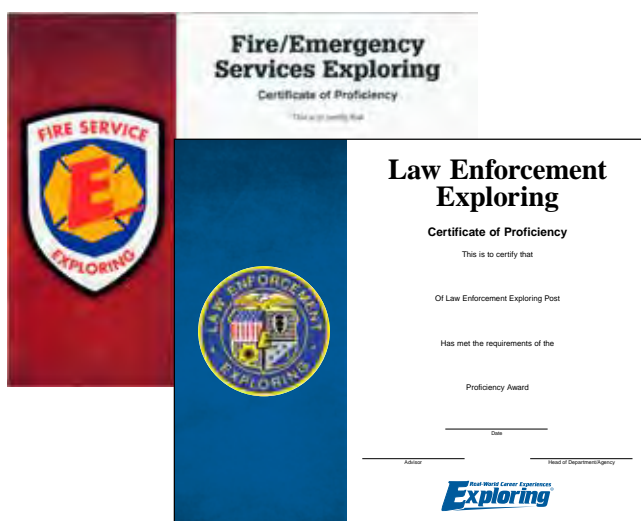
Any individual, family, or group who meets the program's criteria can receive presidential recognition for volunteer hours served over a 12-month period or over the course of a lifetime. Criteria for recognition are:

- Recipients must be United States citizens or lawfully admitted permanent residents of the United States.
- Awards are issued for service hours served within a 12-month time period or over the course of a lifetime.
- Awards are issued for volunteer service only. Additional levels of participation with the organization, i.e., charitable support, are not a factor considered for the award.
- Court-ordered community service does not qualify for the award.
- Awards are issued by approved certifying organizations.
- Service must be with an organization that is legally established in the United States, the Commonwealth of Puerto Rico, or one of the territories.

Proficiency Awards for Law Enforcement and Fire Exploring Programs

Recipients: Youth registered in a post

Recognitions: Commendation bars (see item numbers below); Law Enforcement proficiency certificate, No. 33727; Fire proficiency certificate, No. 615006



The Law Enforcement/Fire Exploring Proficiency Awards program provides an opportunity for Explorers to earn awards that acknowledge their Law Enforcement/Fire Exploring training, skills, leadership, service, accomplishments, and experiences. These awards are designed to be worn on a Law Enforcement/Fire Explorer's uniform in accordance with his or her post uniform regulations. The post Advisor must certify that an Explorer has met all criteria for a proficiency award before it can be presented and the ribbon bar is displayed on his or her uniform.

Law Enforcement and Fire/Emergency Services Training



Recognizes the accumulation of 60 hours of training in specific areas found at www.learningforlife.org/exploring. Advanced training should be recognized with the silver and bronze palm pins. This recognition is a red and blue commendation bar, No. 04018.

Community Service



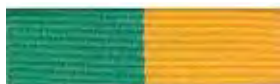
Acknowledges 100 hours of community service, including crowd or traffic control, parking service, community events support, etc. Service must be preapproved and logged by the Advisor. The recognition is a blue and yellow commendation bar, No. 04019.

Crime Prevention (Law Enforcement)



Includes the basic eight hours of crime prevention instruction as well as an additional eight hours of training in areas such as neighborhood watch, home security survey, and bicycle registration. The award is presented to Explorers who participate in at least three departmental crime prevention projects with a total of 25 hours of activity. The recognition is a green and gold commendation bar, No. 04020.

Fire Prevention (Fire/Emergency Services)



Includes eight hours of fire prevention instruction as well as additional hours of training in areas such as fire safety survey. The award is presented to Explorers who participate in at least three departmental fire prevention projects with a total of 25 hours of activity. The recognition is a green and gold commendation bar, No. 04020.

Law Enforcement Service



Includes assistance to the department in areas such as records management, communications support, property control/inventory, facility tours, etc. It recognizes an accumulation of 100 hours of service. The recognition is a red and gold commendation bar, No. 04021.

Fire and Emergency Service



Includes assistance to the department in areas such as records, communications, data processing, etc. It recognizes an accumulation of 60 hours of service. The recognition is a red and gold commendation bar, No. 04021.

Emergency Preparedness



Certifies that the Explorer has received training in advanced first aid and CPR; has received training in how the post would assist in a disaster, such as flood, tornado, hurricane, etc.; and has participated in at least one civil defense or communitywide disaster training exercise. This is recognized by a red and white commendation bar, No. 04022.

Firearms Training (Law Enforcement)



Includes eight hours of firearms safety training and matches the guidelines stated in the NRA/Law Enforcement Explorer Firearms Certification Program. This recognition is the NRA Explorer Marksman bar. (This is not a Learning for Life item. Contact the NRA for item No. 10710. Note: NRA membership is not required.)

Tenure



Awarded to those Explorers who complete one year of satisfactory service to the post. It is recognized with a red commendation bar, No. 04023.

Perfect Attendance



Recognizes attendance at each scheduled post meeting and activity during the preceding year. The recognition is a yellow and white commendation bar, No. 04024.

Drug Abuse Prevention



Acknowledges proficiency in drug abuse prevention training and service. Requires six hours of advanced training outlined in Drug Prevention 4 Teens (50 hours of service for Law Enforcement; 30 hours of service for Fire/Emergency Services) in at least two different drug abuse prevention projects. The recognition is a blue and silver commendation bar, No. 04026.

Exploring Conference Bar



Presented to Explorers who attend a National Law Enforcement or Fire/Emergency Services Exploring Conference. The recognition is a dark green commendation bar, No. 04030.

National Law Enforcement

Exploring Conference Device

Presented to Explorers who attend more than one national conference. Device should be placed on conference bar. The recognition is a gold Explorer “E,” No. 00930.



National Law Enforcement Exploring Leadership Academy



Presented to Explorers who have been selected for and completed a National Law Enforcement Exploring Leadership Academy or who have completed a leadership training program certified by the National Law Enforcement Exploring Committee. The recognition is a black commendation bar, No. 04034.

Eagle or Gold Award Recognition



May be worn by an Explorer who has achieved the Boy Scouts of America or Girl Scouts of the U.S.A. highest award and honor (the BSA Eagle or GSUSA Gold). The recognition is a red, white, and blue commendation bar, No. 04036.

Explorer of the Year



Each post is encouraged to recognize one Explorer each year. This Explorer should be selected based on dependability, attitude, attendance, and contributions to the post, department, and community. Explorers of the Year are recognized for their outstanding performances and personal attributes. The recognition is a blue bar with gold “E,” No. 04025.

Law Enforcement Exploring Physical Fitness



The award consists of two phases: physical assessment and cognitive assessment. The physical assessment was created to include a health screening format to assist the Explorer in determining if he or she should proceed with the physical assessment. A standardized assessment format ensures that the assessments are universal in nature and easy to administer by Advisors. The cognitive assessment was developed utilizing universally accepted knowledge, skills, and abilities. The recognition is a blue, yellow, black, green, and red commendation bar, No. 614438. The advanced physical fitness award is a gold star device, No. 610612, that should be worn on the commendation bar.

William H. Spurgeon Award

Recipients: Individuals, businesses, and organizations

Recognitions: Plaque, No. 12707



The William H. Spurgeon III Award is the highest recognition for individuals and organizations contributing significant leadership to the Exploring program. It was developed in 1971 in honor of the man who is regarded as the major leader in the development of special-interest Exploring. Spurgeon, a business executive at the Irvine Company in Southern California, personally organized many special-interest posts in the 1960s. He served for many years as a member of the National Council Executive Board and National Exploring Committee. His pioneering efforts led to the current Exploring program. He devoted much of the late 1960s to promoting Exploring and is particularly remembered as a dynamic speaker for Exploring Impact Plan luncheons across America. Spurgeon passed away in 1970.

The award is designed for council use to recognize individuals or organizations contributing significant leadership to the Exploring program. The award is also presented regionally and nationally. The council may present the Spurgeon Award to men and women who have rendered outstanding leadership to the Exploring program either as an Exploring program adult leader or as a district, division, or council Exploring adult volunteer. Each council may determine the criteria and procedure for granting the award; therefore, each council develops its own nomination form.

The council may present the Spurgeon Award to schools, businesses, industries, labor unions, governmental agencies, civic clubs, fraternal groups, and other community organizations that have demonstrated an outstanding record of providing significant leadership to the Exploring program. Each council may determine the criteria and procedure for granting the award; therefore, each council develops its own nomination form. Design an award ceremony and present the plaque.

The Spurgeon Award selection committee is part of the program function of the local Learning for Life or Exploring committee. Through proper public relations, focus attention on the winner and his or her accomplishments.

Chapter Five: Health and Safety Standards

Contents

- Introduction, 71*
- Reporting Procedures, 71*
- Safety First Guidelines, 71*
- Training, 72*

Introduction

As an Exploring leader, you need to have basic knowledge about abuse of adolescents and the Youth Protection policies of Learning for Life. Due to the coeducational membership of Exploring, Youth Protection takes on added dimensions.

It is important to realize that, although child abuse is preconceived as a problem related to younger children, it is not unusual for adolescents to be victims of abuse—especially emotional, physical, and sexual. Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

An important component of Learning for Life’s Youth Protection emphasis is adherence to the policies, which will ensure that young people participating in any phase of the Exploring program are safe from abuse.

Guiding the Youth Protection emphasis is the six-point strategy adopted by Learning for Life to prevent abuse. This strategy includes the following points:

- Educate Learning for Life and Exploring professionals, volunteers, parents, and youth members to aid in the prevention and detection of all forms of child abuse.
- Strengthen participating organizations’ leader selection procedures to help defend against suspected or alleged abusers entering the Learning for Life leadership ranks.
- Strengthen and enforce policies that create barriers to child abuse within the Learning for Life and Exploring programs.
- Encourage the immediate reporting of improper behavior or violations of Learning for Life policy.

- Identify and swiftly remove suspected or alleged offenders.
- Provide support and resources to youth, families, programs, and councils as needed.

It is important to remember that any time abuse is suspected in the Exploring program, the Scout executive must be contacted immediately. The Scout executive in every council has established contacts with the law enforcement and child protective agencies within the council and knows the proper procedures to follow to ensure that the young victim will be protected from any possible further abuse.

Additional Resources

Refer to the appendix for Drug Prevention 4 Teens and Facebook for Educators and Community Leaders.

Reporting Procedures

Required Steps for Reporting Child Abuse*

1. Ensure the child is in a safe environment.
2. In cases of child abuse or medical emergencies, call 911 immediately. In addition, if the suspected abuse is in the youth’s home or family, you are required to contact the local child protective services office.
3. Notify the Scout executive or the executive’s designee during his or her absence. (Contact names and telephone numbers can be found using the Learning for Life local council locator at <http://exploring.learningforlife.org/contact-us/>.)

*State laws may vary.

Safety First Guidelines

Find the full Safety First Guidelines online at <http://exploring.learningforlife.org/safety-first/>.

The Safety First Guidelines are a set of procedures developed and approved by the national Learning for Life office and Executive Board. They apply to and must be followed by all Exploring and Learning for Life programs.

Become familiar with the Safety First Guidelines by reviewing the Safety First Guidelines training module at MyParticipation.org.

Additional safety guidelines for the following career fields are included in the Safety First Guidelines online:

- Aviation
- Fire and Emergency Services
- Health
- Law Enforcement
- Skilled Trades
- Explorer Clubs

Training

All registered adults, no matter their positions, are required to complete Youth Protection training every two years. Complete the training online at MyParticipation.org, or contact your local Learning for Life or Exploring representative about facilitating in-person training in a group setting.

Personal Safety Awareness for Learning for Life, No. 605678, should be made a recurring, regular part of the Learning for Life training program for youth in sixth grade through 20 years of age.

Chapter Six: District or Council Exploring Committee

Contents

- Objectives, 73*
- Resources, 74*
- Committee Structure, 74*
- Service Team, 75*
- Marketing Team, 76*
- Program Team, 76*

Objectives

What are the Exploring committee objectives?

- To organize Explorer posts and clubs
- To help Explorer posts and clubs succeed

How does the Exploring committee achieve these objectives?

- Through the organization of a volunteer structure based on the following functions:

Marketing

- Assists with a career interest survey in middle and high schools
- “Sells” community organizations on starting Explorer posts and clubs
- Recruits new post and club organizers

Service

- Makes monthly contact with all posts and clubs
- Renews posts and clubs on time
- Reorganizes posts and clubs if necessary
- Connects posts and clubs to resources and other program materials

Refer to the Structure of an Exploring Program training module at [MyParticipation.org](https://www.myparticipation.org) for more information.

Program

- Conducts councilwide and districtwide activities
- Organizes an Exploring Officers Association
- Facilitates basic and advanced trainings for adult leaders

Fundraising/Public Relations

- Approves post and club money-earning applications
- Raises Exploring’s share of council budget
- Creates a positive image for Exploring
- Provides expert public relations help to Exploring on a project basis

When does the Exploring committee meet?

The Exploring committee, either district or council level, should meet as often as necessary. It is strongly recommended that the committee meet monthly. Consider teleconferences or webinars for committee members who must travel long distances to meet in person.

What happens at these meetings?

- New-program organization plans
- Training update
- Service team report on successes and concerns
- Scheduling and promotion of activities
- Volunteer needs for organizers, trainers, and service team
- Career interest survey plans
- Plans to help posts and clubs recruit new members
- Development of long-range plans and objectives
- Update on new literature, policies, and programs

Resources

These Learning for Life and Exploring publications are designed to help the Exploring committee meet its objectives:

Exploring Guidebook. This *Exploring Guidebook* is a one-stop shop for Exploring committee members as well as program-level adult and youth leaders. Every committee member should review the contents of the guidebook, especially the section directly related to his or her responsibilities as a district- or council-level committee member.

Council/District Exploring Committee Training. Every committee member, whether district or council level, is required to complete a series of online training modules to be considered trained. These training modules can be accessed through [MyParticipation.org](https://myparticipation.org).

Exploring Service Team Training Conference. This training outline describes the responsibilities of the service team that include areas which need to be monitored; ways to assist a post; information about the services of the local council; and resources to use in becoming an active and informed service team. No. 23-268.

Exploring Sales Kit. This sales kit is used by professionals and volunteers for general Exploring presentations, for cultivation events, and for meetings with chief executive officers and potential participating organization personnel for the purpose of making a commitment to development of an Explorer post or club. No. 800-420.

Youth Protection training materials. Available through the local council service center.

Committee Structure

Council or District Level

The council or district Exploring committee is organized to provide as much marketing, training, service, and program help as possible so that staff and volunteers can devote their time to growth and service. This might be more challenging in councils and districts that serve large geographic areas, but every effort should be made to develop a close working relationship between the committee and district or council Exploring leaders.

In some councils, the district marketing, service, and program team chairs participate in or are members of their respective council-level Exploring teams. For example, the district Exploring service team chair should meet regularly with the council Exploring committee's service team chair to ensure effective communication and cooperation.

The type of council or district volunteer structure to support Exploring depends on the number of posts and clubs, the territory served, and the philosophy of organization in the council. Councils recognize that even though they might have an Exploring department to serve most posts and clubs, some neighborhood-based posts and clubs may be better served by district volunteers. (This is particularly true in rural and urban districts.) The following options have been successful:

1. Districts or councils with fewer than six posts may choose to provide the necessary service through the existing operating committees and traditional commissioner staff; no Exploring committee is necessary.
2. Districts or councils with six or more Exploring programs should have a separate district or council Exploring committee. Initially, with only a few posts and clubs, the committee may consist of only a chair and an assistant. As more posts and clubs are organized, the Exploring committee should set up the following teams:
 - A marketing team to cultivate new participating organizations, obtain student career interest data, organize new posts and clubs, and support post and club efforts to recruit new post members.



- A service team to provide regular service visits to posts and clubs, help post and club leaders improve program and solve problems, and renew all programs on time.
- A program team to train new post and club adult leaders, hold quarterly meetings of post Advisors, club Sponsors, and officers, organize district and council Exploring events, and promote council, district, and national Exploring events.
- A fundraising team to cultivate donors and sponsors and to coordinate character recognition luncheons, special fundraising events, and community or family campaigns.

Service Team

The purpose of the service team is to start new posts and clubs and assist them with the development, improvement, and growth of their programs throughout the year.

A new service team member, especially one not familiar with Exploring, has a lot of questions and will be unsure about what to do. As a trained volunteer knowledgeable about Exploring, you can help. All service team members should complete the required online training modules, including Service Team Orientation, available at [MyParticipation.org](https://www.myparticipation.org), before providing service to Exploring programs.

The service team chair should schedule time to visit with newly trained service team members before they begin serving Exploring programs to ensure they have a complete understanding of the program and their duties as service team members. Here are a few tips:

1. Make an appointment to meet with him or her within a week after completion of the online training. About one hour is needed.
2. Have the conversation in a relaxed, informal setting. Avoid the distractions of the workplace. Try for the member's home, a restaurant, or other location away from distractions.

3. Get acquainted. Discuss your background and interest in Exploring. Find out if the new member has any experience with Exploring.
4. Find out if he or she has any questions or concerns after completing the online training modules. Discuss.
5. Be sure the member has received a copy of the Exploring Service Team Packet.
6. Discuss the service team member's assigned posts or clubs. Review what is known about them and how the service team member makes contact. Ask the member to call one of the Advisors/Sponsors and arrange to visit a meeting or meet with the Advisor/Sponsor. Go with him or her on this initial contact. Afterward, discuss with him or her what you found and what might be done to help. (Be sure this first visit is to an active post or club.)
7. Share information about the posts or clubs that were assigned to him or her.
8. Get the new service team member to the next service team meeting and recognize him or her when post and club contacts are started.

After the Session

Following up is important. The new service team member will look to you as a friend and counselor. Your support will be appreciated. Call again later to see how things are going. Be sure he or she attends the service team meeting, is introduced, and feels welcome and part of the team. Ultimately, be sure he or she understands his or her role as a member of the service team.

Recognition

After the service team member has contacted his or her posts and reported on them at a service team meeting, present him or her with an Exploring "E" lapel pin (item No. 4001).

Marketing Team

The purpose of the marketing team is to conduct career interest surveys and community cultivation events and to promote the successes of the local Exploring programs

to the community at large. Keeping your community informed of your local Exploring programs is like adding fuel to the fire! The more the community knows, the more they will want to help the program grow, the more committee members you can recruit, the more money you can raise, the more youth you can recruit. Here are just a few ways to promote the Exploring program:

- Offer career interest surveys to all of the middle and high schools in your area (your local Exploring representative has more information and materials). This will educate school counselors about the Exploring program and also provide a method to recruit new youth.
- Work with the Exploring service team in your area to obtain information about recent successes within posts and clubs, and coach those programs on writing and submitting press releases.
- Recruit newspaper editors and TV station managers to serve on your marketing team.
- Conduct an Exploring cultivation event to generate leads for new posts and clubs in your community. Your local Exploring representative has cultivation event templates for scripts, slideshows, and interest cards.
- Assist your district or council Exploring committee in promoting their districtwide or councilwide Exploring activities and events.

Program Team

The purpose of the program team is to facilitate trainings, coordinate councilwide and districtwide events, and promote awards and recognition opportunities.

Facilitating trainings for other committee teams or members and for Exploring volunteers is vital to the success of Exploring in your community. The program team should schedule frequent training opportunities in different locations and at different times to meet the needs of the attendees. Examples of trainings that the program team might facilitate are:

- Youth Protection Training for Exploring Leaders
- Basic Adult Explorer Leader

- Post Committee Training
- Ride-along training or orientation
- Leadership Skills Development Workshop for Teens
- Exploring Officers Association Orientation
- Marketing Team Workshop
- Program Team Workshop
- Service Team Workshop
- Fundraising Team Workshop
- District or Council Exploring Committee Workshop
- Youth Officers Seminar
- Quarterly Advisors Conference
- Service Team Orientation

Councilwide or districtwide Exploring events and activities will build a community of both adult leaders and Explorers in your community. An activity or event that includes youth members from several different posts and clubs is just one more opportunity for youth to develop their social skills and make more friends! Here are a few suggestions:

- **Exploring After Dark**—Charter a bus that takes participants to shadow different career fields that function overnight (plant operator, hospital nurses' station, 24-hour store manager). Make time for a late-night movie screening at a local theater, and eat breakfast at a 24-hour restaurant!
- **Exploring Career Day**—Much like a school's career day; however, this event offers participants very interactive and hands-on career experiences, as opposed to booths with fliers and freebies.
- **Law Enforcement and/or Fire Competition**—Create a schedule of competition categories (with help from your Law Enforcement and Fire post Advisors), recruit some judges, and prepare awards.
- **Camping and COPE**—Reserve some campsites at your local council's residential camp and secure trained COPE staff to lead Explorers through the low and high ropes course.
- **Leadership Skills Workshop**—Choose one of the suggested itineraries in the Leadership Development Guidebook, No. 32148, or create your own. Invite Explorers and other community youth organization members (youth groups, Spanish club, student council, etc). Make it interactive and fun!

Numerous Exploring awards and recognitions are available to both adult leaders and youth members. Refer to chapter four of this guidebook for more detailed information.



Real-World Career Experiences
Exploring

**FOR THE
YOUTH LEADER**

Chapter Seven: For the Youth Leader

Contents

Welcome to Exploring!	82	Youth Section Five: How-To Guide	114
What Is Exploring?	82	How to Earn Money	114
Exploring's Five Areas of Emphasis	82	How to Brainstorm	118
What's Happened Up to This Point?.....	83	How to Develop Service Projects	119
How Your Local Council Can Help You.....	84	How to Plan Your Superactivity.....	121
Youth Section One: A Youth Leader's Role and Responsibilities	85	How to Introduce a Speaker	122
The Specific Goals of Exploring Participants.....	85	How to Lead a Discussion	123
Responsibilities of an Exploring Officer	85	How to Teach a Skill.....	124
Position Descriptions for Each Youth Officer	86	How to Use Parliamentary Procedure.....	126
Adult Volunteer Leadership Position Descriptions	92	How to Generate Publicity	126
Responsibilities of Post or Club Members.....	99	How to Conduct a Post or Club Parents' Night	133
Youth Section Two: Your Role in the First Three Months	100	How to Recruit New Members.....	133
The Career Opportunities Worksheet Process.....	100	How to Use Charts and Posters	134
The Open House	101	How to Make a Speech or Presentation	136
Election of Officers.....	102	Youth Section Six: Leadership Checkup	137
Post or Club Officers Briefing	103	Checkup Points.....	137
Explorer Activity Interest Surveys	103	Youth Section Seven: Exploring Officers Association	138
Officers Seminar.....	103	The Responsibilities of the Exploring Officers Association	139
Regular Post or Club Meetings	104	Why Should Post Presidents Participate in the EOA?	139
Critical Leadership Moments in the First Three Months	104	How the Exploring Officers Association Fits Into the Council	140
Post or Club Bylaws.....	105	The Council Exploring Officers Association Chairman.....	141
Youth Section Three: Becoming and Being a Leader	105	The Exploring Officers Association Advisor	141
The Desired Model of Leadership	106	Meetings of the Exploring Officers Association	142
Looking at Citizenship and Service.....	108	EOA Officers' Meeting.....	143
Conditions Promoting Growth and Development	108	Planning EOA Meetings	144
Applying Leadership to Post or Club Experiences	109	Communication and Marketing.....	145
Youth Section Four: Planning Your Post's or Club's Program	111	Election of EOA Officers.....	147
Qualities of a Good Program.....	111	Exploring Training Opportunities.....	150
Learning the Steps in the Planning Process	111	The Council Explorer Program Conference	150
Planning an Individual Activity	113	The EOA Chairman's Forum.....	151
Developing a Dynamic Program	114	Typical Council Explorer Activities	151
		Exploring Officers Association Structure	152
		Exploring Officers Association Bylaws	152
		Suggested Exploring Officers Association Position Descriptions.....	156

A NOTE TO ADULT LEADERS:

Even though this section is written for youth leaders in an Explorer post or club, adult leaders should be familiar with the content on these pages. Take special note of pages 92-98 and 137-138.

Welcome to Exploring!

As you begin this handbook, you might know little or nothing about Exploring, or you might already have experience as an Explorer or a post or club officer. Wherever you're starting, you will find this handbook useful.

The purpose of this *Exploring Guidebook* is to help you understand what it means to be a youth leader in an Explorer post or club. It answers questions like:

- What does Exploring really mean?
- What are my responsibilities as a youth leader?
- What does it mean to be a leader? Why should this be important to me, anyway? How will being a leader benefit me or others?
- How do I plan a fun program that fulfills my goals and interests as well as those of the other members?
- How do I know that I am effectively carrying out my role as a leader?
- Where can I get practical help for things that we need to do in our post or club?

At times, we will share information and insights with you, but we'll always try to tie these insights to the practical, to actual things you will be doing as a leader in your post or club.

We hope that you'll keep returning to certain sections, like the section about leadership. Most people, as they learn, don't catch everything the first time; they don't fully appreciate what's being said—until they've experienced it, until they're right in the thick of things. Then, all of a sudden, questions pop into their heads. That's good! That's a part of learning. Just don't let your questions, curiosity, or frustration get lost or dropped.

Return to this guidebook again and again. Make it a part of your planning sessions, your conversations with your Advisors, your post or club meetings, and your reflections on activities.

What Is Exploring?

Exploring is the career education program of the Learning for Life program, an affiliate of the Boy Scouts of America. Young men and women who are in sixth grade through 20 years of age are encouraged to participate. Local community organizations such as businesses, professional organizations, churches, and civic groups initiate specific Explorer posts or clubs by matching the interests of young adults with the people and program resources within their own organizations. For example, a computer center could start an Explorer post or club and invite young adults interested in data processing to join. A hospital might bring together young people interested in a medical career and design a specific program with them that allows them to gain firsthand medical experience. A church might have adults interested in the outdoors who could provide leadership and program help to a high-adventure Explorer post or club. The purpose of Learning for Life is to provide young adults, through these community organizations, an effective Exploring program designed to build character and prepare youth for the real-world workforce. Each Explorer post or club has the responsibility of achieving this purpose by designing its own program around five experience areas.

Exploring's Five Areas of Emphasis

- Career opportunities
- Leadership experience
- Life skills
- Citizenship
- Character education

That's the factual definition of Exploring. Let's look for a moment at Exploring from the inside—at the spirit of Exploring. Exploring is a catalyst. It brings together adults and young people, and incredible things have happened and can happen in this coming together. The experiences that can emerge from this group of people are up to the people themselves. The more the individuals in the group

ask of themselves and of one another, the more possibilities they have for experiences that they'll carry with them the rest of their lives. For example, a post in Minnesota organized an activity to go sailing off the coast of Africa. A post in Houston sent along experiments on a space-shuttle mission. A post in California spent nearly 10,000 hours making the nature trails of Angeles National Forest more accessible to the visually impaired by installing trail posts in Braille to identify the forest's flora and fauna.

When ideas and imagination and dreams combine, there is a reaction. That energy is part of the Exploring spirit. Exploring is guided discovery. With discovery, you step into the unknown, into new areas. You grow. In Exploring, this discovering is guided. Too often, wonderful energy is simply wasted; it stays on the drawing board. In Exploring, that energy is focused. Ideas do not stay on the drawing board; they happen. You learn how to go from a dream to a reality, to something you actually do. Exploring is an empowering experience. Most of us have some sense of our abilities and strengths. Maybe we haven't had the opportunity, however, to bring those abilities into the open. Exploring is empowering because people discover things about themselves they never realized before. You might be surprised to learn that you are a good negotiator, creative when it comes to program suggestions, quick to react to a change in circumstances, insightful when it comes to reflecting about an experience—these are the same kinds of abilities necessary in any career.

Perhaps you joined an Explorer post or club because of a specific career interest. You will have the opportunity to pursue that interest, but you will discover, in the process, much more. It's this "much more" that best describes Exploring.

What's Happened Up to This Point?

Most of this guidebook is about looking ahead to the kinds of things you will be doing as an officer in an Explorer post or club. But for a moment, to better understand what you're becoming a part of, look back at what happened before you were elected to office.

These important things have already happened:

1. Your participating organization made a definite commitment to sponsor an Explorer post or club. That meant organizing a post or club committee, identifying and selecting a good Advisor and associate Advisors, and working with the local Learning for Life office.
2. The adult leaders for your Explorer post or club have taken Advisor training.
3. The Career Opportunities Worksheet has been completed. Your Advisor, post or club committee, and other adults in your participating organization have indicated that they are willing to share their careers, hobbies, skills, and outside contacts with the post or club. The results of the Career Opportunities Worksheets become the basis for program ideas for the first two to three months of your post or club.
4. An invitation has been extended to young people to attend the open house (the first post or club meeting at which new members are recruited).
5. The participating organization, the post or club committee, and the adult leaders in your post or club have carefully planned the open house program.
6. Your post or club has signed a memorandum of understanding with Learning for Life.
7. The officers for your post or club have been elected.

Regardless of whether you are a member of a post or a member of a club, you are a member of the Exploring program!

These are activities designed to give your post or club a solid foundation, both from an organizational standpoint and with a view to establishing Exploring spirit. You will learn as a leader, in the days ahead, that you can become familiar with all the procedures, the forms, and the how-tos, but unless those things are infused with the spirit to explore, they will remain no more than procedures, forms, and how-tos.

In the sections ahead, we will look at what being an officer of an Explorer post or club specifically means. We'll answer the question, "What are your responsibilities as a

youth leader?” We’ll also describe the responsibilities of all the adult leaders and the post or club members so that you can better understand how their responsibilities fit with yours.

How Your Local Council Can Help You

Explorer posts and clubs are part of Learning for Life. Learning for Life is a national 501(c)(3) nonprofit organization that offers programs to develop character traits and career interests in youth. Posts and clubs are organized and serviced locally through the offices of the Boy Scouts of America and the Exploring staff and volunteers associated with that council.

Your local council is very interested in offering assistance with resources, training, and facilities to make each Exploring program dynamic for the young people served.

Councils can:

- Provide student career interest survey results to Exploring programs to assist with recruiting
- Optionally offer a councilwide youth officers association
- Make available Exploring training
- Assist with Youth Protection training
- Schedule councilwide youth officer training
- Organize and host a variety of value-added programs for Exploring youth
- Assist with Exploring scholarships
- Share national Learning for Life and Exploring events
- Keep Advisors and Sponsors updated on the latest resources
- Link the national Exploring website to a local site
- Organize fundraising opportunities for posts and clubs
- Recruit a volunteer Exploring committee that may include a service team function to help with the communication with posts and clubs
- Assist with registration and program renewal by having forms and staff available to guide the process
- Offer accident and sickness insurance
- Provide liability insurance for participating organizations and adults
- Maintain and offer use of outdoor facilities with a wide variety of events and activities
- Order national Exploring awards and recognitions
- Provide guidance in event planning with the national Learning for Life Safety First Guidelines

Youth Section One: A Youth Leader's Role and Responsibilities

The Specific Goals of Exploring Participants

- To gain practical experience in the career or special interest of the post or club
- To engage in a program of activities centered on the five emphasis areas (career opportunities, leadership experience, life skills, citizenship, character education) to encourage the development of the whole person
- To experience positive leadership from adult and youth leaders and be given opportunities to take on leadership roles
- To have a chance to learn and grow in a supportive, caring, and fun environment

The first goal of an Exploring program is to give you an opportunity to pursue your career or special interest in a way that might not be available in a traditional educational setting. We're talking about firsthand, hands-on experiences with people who work in the field or have knowledge of it. Exploring recognizes the difference between reading about sailing and going sailing, between talking about photography and taking pictures, between discussing archaeology and going on an archaeological dig.

The second goal is to lead a life in Exploring that fosters personal, social, and community health. That's why an Explorer post or club organizes a program of activities around the five areas of emphasis: career opportunities, leadership experience, life skills, citizenship, and character education. This kind of program helps us to experience more balance in our lives and to take responsibility for others and our community.

The third goal is to learn about leadership from adults who set the example. You will learn about leadership by experiencing outstanding adult leadership and by practicing leadership yourself. With other Explorers, you will run your own post or club and exercise your own understanding of leadership.

The fourth goal is to create an environment that encourages growth in yourself, in other Explorers, and in Advisors. This is achieved in a place that is safe, fun, and challenging. Exploring provides opportunities for new experiences and new ideas.

Responsibilities of an Exploring Officer

As an Exploring officer, you will be encouraged to take responsibility for many facets of the post's or club's operations. Some areas of responsibility will be harder for you to master than other areas. But learning to take responsibility for others is part of the maturation process—part of growing up. Your role as an Exploring officer includes these responsibilities:

- Fostering and developing an environment within your Explorer post or club that has a true sense of community, that encourages growth and responsibility to one another
- Working in a spirit of partnership with the Advisors of your post or club
- Developing a program of activities for your post or club and helping to carry them out
- Upholding the standards and policies of the participating organization and Learning for Life
- Ensuring that activities are conducted within Learning for Life Safety First Guidelines
- Cultivating the capacity to enjoy life—to have fun and to explore as you lead

In the upcoming post or club officers seminar, you will have a good opportunity to discuss these responsibilities and to ask any questions you may have. Use the list of responsibilities to evaluate how you are doing throughout the year; not as a judgment of your performance, but as an encouragement to improve. Over time, you will find that you have changed—that your ability to lead has improved.

Position Descriptions for Each Youth Officer

An Explorer post or club has five officer positions:

- President
- Administrative vice president
- Program vice president
- Secretary
- Treasurer

You should become familiar not only with the position description for your office, but also with the position descriptions of the other officers so that you work effectively as a team.

Post or Club President

- Serves as youth leader of the post or club
- Implements the post or club program in cooperation with officers and members
- Works closely with Advisors and other adult leaders in a spirit of partnership
- Represents the post or club at Exploring Officers Association (EOA) meetings and council EOA program planning conference and is available to report to the participating organization and post or club committee
- Assists the post or club Advisor in conducting the post or club officers seminar
- Appoints youth chairs for special projects and appoints special post or club officers
- Presents the annual report to the participating organization at the conclusion of the term of office
- Assesses on an ongoing basis whether the responsibilities of the officers are being considered and carried out effectively
- Approaches Exploring and encourages others to approach Exploring in a spirit of fun and enjoyment

As the president, you are the primary leader of your post or club. You were selected by post or club members as the best person to lead and represent them. Being president carries honor and privilege, but it also requires hard work, responsibility, and dedication.

You share the responsibilities of leading your post or club with the other elected officers, working together to develop a leadership team. When you delegate specific responsibilities to other officers and members, it is your responsibility, with the support of your Advisor, to encourage and follow up to be sure that their responsibilities have been carried out. You provide leadership at all post or club meetings and activities, and you conduct monthly officers' meetings in consultation with your Advisors. Communication with your Advisors, officers, and post or club members is essential.

You also represent your post's or club's members to the participating organization and to the local Learning for Life office, through its Exploring Officers Association (EOA). The EOA is an association of the post or club officers in the area. You should know your own members' needs and desires so that you can adequately represent your post or club at the council EOA meetings.

You set an example for members by following the rules and standards of the post or club. You may counsel individual post or club members who have problems, questions, or concerns. Listen to what they say, and help them find answers that are best for the post or club.

With your Advisor, direct the planning of your post or club program, and use this guidebook to plan meetings and activities. The post or club president appoints post or club members to serve as activity chairs. With your Advisor's help, select members who are suited to the activity and need leadership experience. Coaching and follow-up are necessary to be sure they understand their responsibilities.

Don't hesitate to ask your Advisor for advice and help. That is the Advisor's responsibility—to be your counselor and coach. It is likely that neither of you know everything about Exploring, but together you can learn how to make your post or club succeed. It is important that you work through, not around, your Advisor, who is held responsible by the post's or club's participating organization and Exploring for the programs and actions of your post or club.

Your duty as post or club president is exciting, important, and challenging. You are one person who can really make the difference in how successful your post or club is. Read this guidebook carefully, and attend local Learning for Life office Exploring meetings and conferences to learn from other post or club presidents.

Administrative Vice President

- Serves as administrative officer of the post or club
- Assumes the responsibilities of the post or club president in his or her absence
- Leads the recruiting and admission of new members during the year
- Organizes and recognizes the achievements of post or club members
- Conducts opening and closing ceremonies for special occasions as scheduled
- Attends all post or club activities
- Participates in the council EOA program planning conference
- Approaches Exploring in a spirit of fun, and seeks to reflect this spirit in the recruiting of new members and through recognizing the achievements of post or club members

The key responsibilities that characterize your position are: (1) leading the recruiting efforts for new post or club members, and (2) managing the recognition of members.

First, you provide leadership for the recruiting of new members into your post or club by ensuring that prospective members are made aware of your post or club and are invited to your post's or club's open house, and by encouraging members to bring friends to post or club meetings. You follow up with any members who seem to be losing interest. Find out why, so that their needs can be addressed in officers' meetings and in the planning of program activities.

Second, you are responsible for recognizing members and making them feel a part of your post or club. When prospective members come to your post's or club's open house or to meetings, it is your responsibility to welcome each one. It is also your responsibility to stage the installation ceremony admitting new members if such a ceremony is a tradition of your post or club.

It is your responsibility to recognize the achievements of individual post or club members, honoring members who win scholarships, win awards, or gain other achievements in or apart from Exploring. You may also conduct opening and closing ceremonies to add color and meaning to post or club meetings.

Like every officer, you are responsible for maintaining the post's or club's bylaws. See the appendix for suggested bylaws if your post or club does not already have an approved set of bylaws in place.

Program Vice President

- Serves as the program officer of the post or club and, in that position, arranges the program planning process for the post or club
- Collects and maintains a post or club activity file consisting of the Career Opportunities Worksheet, a list of post or club member interests, and suggestions for activities, program resources, and an annual activity schedule
- Determines the interests of the post or club members on an ongoing basis (using Explorer Activity Interest Surveys)
- Provides support for the chair and committee for each activity
- Maintains an up-to-date calendar of post or club meetings and activities
- Approaches and encourages others to approach Exploring activities in a spirit of fun and enjoyment

Much of a post's or club's success depends on the program of activities, and managing the development of a good program is the core of your responsibility. Exploring is based on planning a program that meets the needs and interests of post or club members. This is done by asking post or club members what they want to see their post or club do, and being sure that meetings and activities are adequately evaluated after they take place.

It is your responsibility to maintain an activity file of programs, projects, and trips in which the post or club could participate. Base this file of ideas for activities on responses you've collected from the Career Opportunities Worksheets, from Explorer Activity Interest Surveys, and from the activity planners completed by activity chairs. (See the Activity Planner form in the appendix.) Keep your ears open for ideas from unexpected sources and ask other posts or clubs with your career or special interest what they are doing.

You are also responsible for keeping an up-to-date post or club schedule and being sure that all the members in your post or club know what is happening. You maintain the post's or club's calendar and should coordinate it with school and community calendars to avoid scheduling conflicts. It might be useful to publish a calendar or newsletter on a regular basis to keep post or club members informed.

You help the post's or club's activity chairs plan and conduct successful activities by sharing ideas from the activity file, discussing possible activities, and coordinating their dates with the post or club calendar. One of the post's or club's adult associate Advisors is recruited to help you with program responsibilities. Meet as often as possible to share ideas, improve the activity file, support activity chairs, and review the interests of members.

Secretary

- Serves as the communications officer and, in that position, manages all communications and publicity for the post or club
- Maintains post or club membership and attendance records
- Handles post or club correspondence and minutes
- Coordinates post or club publicity through local media, post or club newsletters, and the post's or club's telephone network
- Approaches Exploring in a spirit of fun, and seeks to reflect this spirit in the publicity and communications of the post or club

Effective communication is a key ingredient in any organization. As the post or club secretary, you are primarily responsible for the communication that needs to be put into writing—correspondence, records, and minutes showing decisions, plans, and publicity. It is up to you to ensure that everyone has the right information.

You keep minutes of officers' meetings and post or club meetings, which include group decisions and actions taken by officers. You record the names of those assigned to carry out activities, including all dates, times, locations, and important details.

You remind the president and the other officers of agreed-upon decisions that affect them. Most people appreciate a friendly reminder. You keep membership records for your post or club using the Explorer Secretary's Records found in the appendix, which will help you keep accurate registration and attendance information. You supervise all the post's or club's correspondence, calling the officers' attention to important items, and writing letters on behalf of the post or club.

You help the program vice president publish a schedule or newsletter for post or club members and keep them informed about meeting plans, activities, and last-minute changes. You should organize a telephone network among post or club members. You handle all publicity through school or community newspapers, newsletters, radio, television, speakers, bulletin boards, and other media.

Effective communication is an important leadership skill. You have the challenge and the opportunity to use this skill for your post or club. An adult member of the post or club committee may be assigned to assist you. If you become overwhelmed by the publicity and communications needs of your post or club, don't hesitate to enlist the help of other post or club members. Sharing your responsibility with others is a part of Exploring. It's a quality of good leadership.

To get started, refer to the Secretary's Records in the appendix.

Treasurer

- Serves as the financial officer and, in that position, maintains financial records and monitors the post or club budget.
- Collects and disburses post or club funds.
- Communicates with the officers and members on a regular basis to keep them informed about the post's or club's finances.
- Approaches Exploring in a spirit of fun, and spreads this spirit in carrying out the treasurer's responsibilities.

As post or club treasurer, you are responsible for keeping accurate records of the income and expenditures of your post's or club's funds. Your post or club expects an exact accounting of all the money taken in or paid out.

You collect, deposit, and account for all money coming to the post or club from dues, money-earning projects, or other sources. If your post or club collects dues, you keep accurate records and review them with the other officers at officers' meetings. You make regular reports at post or club meetings and officers' meetings of the status of your post's or club's budget and treasury.

Use the Explorer Treasurer's Records to help you set up a budget by estimating income and expenses based on the post's or club's activity calendar. Review this budget with post or club officers, your Advisor, and the Explorer chair for each activity.

You see to it that all expenditures are approved by post or club officers and the Advisor before writing any checks. Post or club members should approve large amounts. An auditor from the post or club committee may be assigned to assist you in setting up bookkeeping procedures, bank accounts, and money handling methods.

To get started, refer to the appendix for the Treasurer's Records.

Adult Volunteer Leadership Position Descriptions

One of your key responsibilities as a youth leader is to work in partnership with the adult leaders of your post or club. To do this, it is important that you understand the role and responsibilities of each adult position and how each role might relate to yours.

Posts and Clubs

- Participating organization executive officer (not necessarily registered)
- Learning for Life presenters (serve as short-term consultants, must agree to background check, do not pay registration fee)

Posts

- Post committee chair (required; only one)
- Post committee members (at least two)
- Post Advisor (maximum of one)
- Associate Advisor
- Other associate Advisors of administration, program, etc.

Clubs

- Sponsor (maximum of one)
- Associate Sponsor
- Other associate Sponsors of administration, program, etc.

Refer to the Posts vs. Clubs chart on page 6 for further clarification.

Executive Officer

- Initiates and commits to an Explorer post or club.
- Recruits a committee chair and supports him or her in recruiting other committee members.
- Provides program resources.
- Secures meeting facilities.
- Develops relationship with local Exploring representative.
- Helps facilitate the All-in-One Program Planning meeting and open house.
- Helps program earn Journey to Excellence recognition.
- Fills out adult application and is approved by executive officer. (Executive officer is not required to complete adult application unless he or she will be multiple registered in a second position within the same program.)
- Must be 21 years of age.

The participating organization is a business, industry, religious organization, school, labor group, professional civic club, or other community organization that receives an annual sponsorship from Learning for Life to operate an Explorer post or club. The program, leadership, and membership of the post or club are determined by the participating organization within the framework of the policies and standards of Learning for Life. The head of the participating organization agrees that it will recruit competent adult leaders, help those leaders secure program resources, and provide meeting facilities.

Post Committee

(One chairperson and two or more committee members)

- Provides adequate adult leadership.
- Completes and maintains the post's Career Opportunities Worksheet.
- Secures equipment, facilities, and program resources.
- Reviews, supports, and approves the post's program plans.

Club Committee

(One Sponsor and one associate Sponsor)

- Provides adequate adult leadership.
- Completes and maintains the club's Career Opportunities Worksheet.
- Secures equipment, facilities, and program resources.
- Reviews, supports, and approves the club's program plans.

The committee meets monthly to ensure that the post or club has a quality program, that it is under capable leadership, and that it achieves the purposes of the participating organization and Learning for Life and Exploring.

The post or club committee sees to it that the post or club has adequate leadership at all times. If a vacancy occurs, a post or club committee member becomes the temporary Advisor or Sponsor. The committee takes immediate steps to recruit the right person to fill the vacancy. New committee members can be recruited during the year from parents of Explorers and other career experts. The committee guides and supports the post's or club's efforts to earn money for trips, projects, or equipment, and helps the post or club plan, budget, and properly account for all post or club funds.

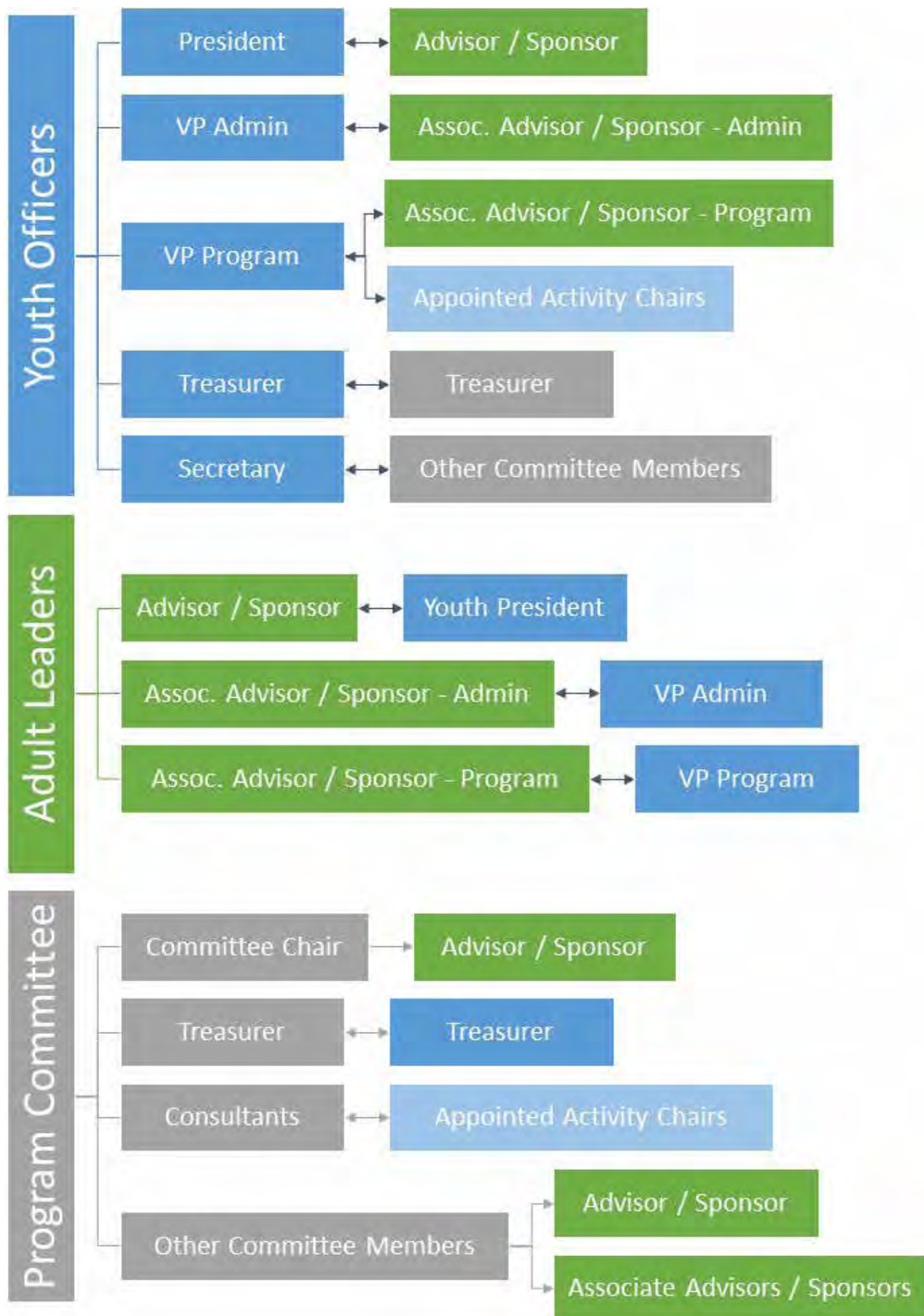
The post or club committee meets regularly at a time and place convenient to all. These meetings keep the committee up to date on the post's or club's progress, provide support and encouragement to the Advisor or Sponsor, and provide program resources for future post or club activities. The committee ensures that the Career Opportunities Worksheet has been completed and keeps adding to it by continually seeking new adults to add their skills and contacts. It encourages and supports all efforts to recruit new members into the post or club.

Some post or club committees assign a specific role to each committee member on an annual basis. Some of the specific tasks include: maintaining the Career Opportunities Worksheets; helping the youth treasurer; and supervising program resources such as equipment, chaperones, facilities, and transportation. Other post or club committees operate on a task-force basis, with committee members agreeing to specific tasks on a month-to-month basis.

The committee seeks and suggests opportunities, post or club activities, and projects. Committee members, on a rotating basis, should be involved with post or club meetings and activities so that they can see firsthand how the post or club is doing and have the opportunity to get to know the members.

The committee keeps its participating organization aware of and involved with its Explorer post or club and approves program plans. It encourages post or club members to adopt a jacket, uniform, or other items that identify them with the participating organization and Exploring.

The committee keeps the parents of Explorers informed about the post or club, its participating organization, and Exploring. Parents should be involved in the post or club program and encouraged to support the local Exploring office through fundraising efforts.



Post Committee Chair

One person is appointed by the head of the organization to serve as the committee chair. The post committee chair recruits post committee members. This committee is composed of four or more adult men and women who serve during the post's renewal year.

- Schedules and conducts all committee meetings.
- Coordinates programs.
- Serves as a liaison between the Advisor and the post's participating organization.
- Assigns projects to committee members and guides their efforts.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

Post Advisor

One person is appointed by the head of the organization or selected by the post committee to serve as its Advisor.

- Fosters an environment within the Explorer post that has a true sense of community and that encourages everyone's growth and responsibility to one another.
- Develops post officers to lead, plan, make decisions, and carry out a program of activities over an extended period.
- Encourages participation and support for the Explorer post from the participating organization, associate Advisors, post committee, parents, and other adults in the community.
- Upholds the standards and policies of the participating organization and Learning for Life.
- Provides the necessary framework for protecting the members of the post from abuse.

- Ensures that activities are conducted within Learning for Life Safety First Guidelines and requirements.
- Seeks to cultivate within the members of the post a capacity to enjoy life and to have fun through the Exploring experience.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The Advisor is the key adult leader and is responsible for training post officers, helping them plan a program of activities, coaching them in their leadership responsibilities, and obtaining adult help and resources as needed through the post committee. The Advisor is supported by two or more associate Advisors who serve as backup leaders and provide assistance for the program and administration of the post.

The ultimate responsibility for the post rests with the Advisor. This person is recruited by the post committee of the participating organization and is registered with the Boy Scouts of America as the primary adult leader. All information about Exploring from the participating organization or Learning for Life council goes to the Advisor. The Advisor participates in all post meetings and activities, post officers meetings, and post committee meetings, and conducts the annual post officers seminar.

As the primary adult leader, the Advisor sets the tone for the post, models the desired form of leadership, and helps the officers and members become the leaders of their own post. The Advisor coaches and guides, demonstrating through actions with the officers and members what the youth officers need to learn and similarly demonstrate with one another and with the members of their post.

Club Sponsor

One person is appointed by the head of the organization or selected by the committee to serve as the club Sponsor.

- Schedules and conducts all committee meetings.
- Coordinates programs.
- Serves as a liaison to the club's participating organization.
- Assigns projects to committee members and guides their efforts.
- Fosters an environment within the Explorer club that has a true sense of community and that encourages everyone's growth and responsibility to one another.
- Develops club officers to lead, plan, make decisions, and carry out a program of activities over an extended period.
- Encourages participation and support for the Explorer club from the participating organization, associate Sponsors, club committee, parents, and other adults in the community.
- Upholds the standards and policies of the participating organization and Learning for Life.
- Provides the necessary framework for protecting the members of the club from abuse.
- Ensures that activities are conducted within Learning for Life Safety First Guidelines and requirements.
- Seeks to cultivate within the members of the club a capacity to enjoy life and to have fun through the Exploring experience.

- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The Sponsor is the key adult leader and is responsible for training club officers, helping them plan a program of activities, coaching them in their leadership responsibilities, and obtaining adult help and resources as needed through the club committee. The Sponsor is supported by at least one associate Sponsor who serves as backup leader and provides assistance for the program and administration of the club.

The ultimate responsibility for the club rests with the Sponsor. This person is recruited by the executive officer or the club committee of the participating organization and is registered with Learning for Life as the primary adult leader. All information about Exploring from the participating organization or Learning for Life council goes to the Sponsor. The Sponsor participates in all club meetings and activities, club officers meetings, and club committee meetings, and conducts the annual club officers seminar.

As the primary adult leader, the Sponsor sets the tone for the club, models the desired form of leadership, and helps the officers and members become the leaders of their own club. The Sponsor coaches and guides, demonstrating through actions with the officers and members what the youth officers need to learn and similarly demonstrate with one another and with the members of their club.

Associate Advisor/Sponsor for Administration

- Provides backup leadership for the Advisor/Sponsor and assumes adult leadership of the post or club in the Advisor's/Sponsor's absence.
- Supports the youth administrative vice president and assists this person specifically with the post's or club's recruitment and recognition efforts.
- Knows the Advisor's/Sponsor's responsibilities and supports those responsibilities in whatever way possible.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The primary role of the associate Advisor/Sponsor for administration is to work in partnership with the youth officer who is the administrative vice president. Together they coordinate the recruitment of new members, sustain the interest of current members, and provide recognition for the individual achievements of post or club members.

Every adult leader is expected to be a leadership model for the post or club and to seek every opportunity to develop leadership among the officers and members of the post or club.

Associate Advisor/Sponsor for Program

- Supports the youth program vice president to help determine the interests of members, plan the year's program, and ensure that the post or club calendar is maintained.
- Supports and coaches the activity chairs to help them plan and carry out their particular activity.
- Helps the program vice president and other officers to evaluate completed activities and to continually fine-tune the year's program of activities, based on insights gained from the evaluations.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

The primary role of the associate Advisor/Sponsor for program is to work closely with the youth program vice president. They discover and survey the interests of the members on an ongoing basis, plan and schedule the activities for the post or club, and evaluate completed activities. In addition, the associate Advisor/Sponsor for program should work closely with the activity chair of each activity to ensure that he or she is successful in leading that activity.

Every adult leader is expected to be a leadership model for the post or club and to seek every opportunity to develop leadership among the officers and members of the post or club.

Other Associate Advisors/Sponsors

Some posts or clubs, particularly those with a large membership or a unique program, may have a number of adults serving as associate Advisors or Sponsors. Their responsibilities may include providing equipment and transportation, making parental contact, planning special activities and several projects, or helping with the super-activity. A post or club may recruit as many associate Advisors as it needs to carry out program plans.

Consultants

- Provide expertise to the post's or club's program.
- Assist the post's or club's activity committees in planning activities.

A consultant is a person whose special skill or talent is needed for a post or club activity or project. Usually, consultants are adults who are recruited on a one-time basis to provide expert help for a post or club activity or project.

Consultants may be members or employees of the participating organization, parents, or other adults in the community who are found through the Career Opportunities Worksheet or recruited by the post or club committee. For example, if the post's or club's Explorer Activity Interest Survey indicates that a number of members would like to learn to play golf, the post or club committee reviews the Career Opportunities Worksheets or contacts others with golfing expertise. It recruits someone to serve as a consultant for the golf activity.

This consultant plans the details of the activity by working with the Explorer who is the activity chair. Consultants are recruited for their expert skills and might not know much about the post or club. The activity chair is responsible for explaining the interests and abilities of the members and for planning an activity the members will like.

Many adults can serve as consultants to a post or club. Some are unable to serve as post or club leaders, but most are willing and flattered to serve as an expert consultant for an Exploring activity.

Consultants should be registered as an LFL Presenter (position code 141). LFL presenters must consent to a criminal background check and complete Youth Protection training, but are not required to pay a registration fee.

As you can see, as a youth officer, you have many valuable adults who will help you learn how to become a leader of your Explorer post or club. These people are volunteers, so their motivation is to contribute to a program that they believe is worthwhile and can make a difference in the lives of young people. They are the kind of people who care about their community and want to be sure that capable and caring leadership is being nurtured now . . . for the future.

Responsibilities of Post or Club Members

It is very important that the youth leaders and the adults assisting your post or club communicate the goals of Exploring to your post's or club's members. Every member of a post or club is responsible for promoting those goals, not only the officers. Clear communication helps make the individual responsibilities of the post or club members more meaningful. The overall goals should be clarified at the beginning of an Exploring program, and care taken that these goals become an integral part of your discussions and meetings. Members of the post or club should:

- **Communicate their interests throughout the year—** Those who plan activities need a clear idea of the interests of the entire post or club. Interests may change and develop over the course of the year, so it is important that members talk about their interests on an ongoing basis.
- **Suggest ideas for activities—** Each member should think about and share possible ideas for good activities. In addition, each member should listen to the ideas suggested by others. Suggestions often begin simply by brainstorming possibilities. It's important that members feel free to make suggestions without worrying about their views being criticized. When enough suggestions have been made, then and only then is it time to look carefully at the ideas that serve the best interests of the post or club.
- **Participate regularly in meetings and activities—** If a post or club is to become a cohesive group, the group must meet on a regular basis. Being there is an important part of commitment, and commitment is what holds people together and strengthens a group.
- **Vote responsibly for the best interests of the post or club—** The most important post or club decisions are made by a majority vote of the membership. Members should attend meetings and take part in discussions before voting, listen carefully to the different positions on the decisions that must be made, and speak out before the actual voting takes place. Once a vote has been taken, the members should support the decision voted upon.
- **Work with the post or club officers to achieve the overall and specific goals of the post or club—** Electing good officers is important because they take the lead in activity planning and post or club business. All members should carefully consider which members would be good in each office, and consider their own abilities for holding office. Once officers are elected, members should do everything they can to support their officers, offer assistance whenever possible, and take a leadership role for an activity within the year's program. Every member is responsible for contributing to the goals of the post or club.
- **Serve on activity committees—** An activity committee works out the details of the post or club program and puts the plan into action. Post or club members will be asked to serve as activity chairs or committee members. The success of each activity and the success of the program as a whole depends on members taking their responsibility seriously and doing their best to make each activity meet the interests and needs of the entire post or club.
- **Share the expenses—** All members are encouraged to give input concerning the post or club budget, and the entire membership votes to adopt or not adopt a proposed budget. Once a budget is adopted, all the members are expected to contribute their share, paying dues and working on money-earning projects.
- **Seek the help of the Advisor/Sponsor or other adult leaders—** Any member who has a question or is in doubt about what to do in any situation is encouraged to talk with the Advisor/Sponsor of the post or club. That is what the Advisor/Sponsor is for: to guide members and provide support and assistance.
- **Recruit new members—** The best people to recruit other young people for an Explorer post or club are the members themselves. Person-to-person contact is the most effective method of recruiting new members who can add fresh ideas and enthusiasm to a post or club.

We encourage you to post the five program emphases of Exploring at your post or club meeting place. In addition, the post or club members need to know the responsibilities just described. One option is to make a copy of these responsibilities from this guidebook, but you certainly have other ways of communicating them. Think about how to make these goals and responsibilities meaningful to members in your post or club. Some ideas:

- Think about fun, creative ways to display these responsibilities.
- Take snapshots of different members doing something that demonstrates or suggests each responsibility.
- Consider methods for recognizing members for carrying out their responsibilities in a way that brings special meaning to the post or club. For example, recognize members for the year's best activity idea, for the best service project, or for demonstrating the most growth.

After reading this section, you should have a basic understanding of the responsibilities of all the people who make up an Explorer post or club. The post or club organizational chart on page 94 gives you a visual picture of all the people just discussed and their relationship to one another.

Youth Section Two: Your Role in the First Three Months

The beginning of any program is important because you establish the foundation and set the tone for your post or club during that beginning. Toward that end, we'll explain and go through the events of those first three months, and highlight some of the important leadership moments. The events in the first three months of an Exploring program include:

- The Career Opportunities Worksheet process
- Officers briefings
- Explorer Activity Interest Survey(s)
- Post or club officers seminar
- Regular post or club meetings

At the end of this section, we'll describe some of the leadership issues in the first three months. These are the kinds of moments that demonstrate that these events have come to life, and that they have been shaped to the personality of your particular post or club and its members.

The Career Opportunities Worksheet Process

The Career Opportunities Worksheet process is important because it reveals the expertise of the most important tools that shape a program of activities for an Explorer post or club. The post or club committee usually collects Career Opportunities Worksheets.

The Career Opportunities Worksheet process consists of two steps. The first step involves sending the Career Opportunities Worksheets to adults. The second step involves converting their responses into a follow-up form called the Activity Planner form (see appendix).

Step 1: Distributing the Career Opportunities Worksheets

The program of each Explorer post or club is unique because it is based on what the adults associated with that post or club are willing and able to provide and on the interests of the young adults who join. The introduction to this guidebook for youth leaders described Exploring as a

catalyst because it brings together adults and young people with similar interests. Completing the Career Opportunities Worksheets begins this matching process.

Take a look at the Career Opportunities Worksheets in the appendix. These will help you understand what's going on as we explain the purpose of giving this form to adults to complete. This form is given to all the adults in the post or club organization (Advisors, post or club committee members, potential consultants, etc.) and to any other adults who might have an interest and ability in assisting your post or club. These other adults could include people known to the post or club committee, other people in the participating organization, and parents of Explorers. Any adult who has an interest and ability that might match the interests of your Explorer post or club is a candidate for the Career Opportunities Worksheets.

All adults who are given this form are asked to do two things:

- Use their career, hobbies, skills, and any contacts they might have who could be of benefit to your Explorer post or club.
- Indicate their willingness to share their expertise in some way with the post or club at least once during the year.

The Career Opportunities Worksheet can be distributed at meetings of the participating organization, to parents at the open house, and even sent through corporate routing systems. The worksheet should be sent to all the adults associated with a post or club at the beginning of an Exploring program, and it should be sent out on an ongoing basis throughout the year. An Explorer post or club should continually be expanding its list of possible adults who can help the post or club in specific ways.

Step 2: Completing the Activity Planner Form

This step takes place after a post or club organization receives the completed Career Opportunities Worksheets. The responses must be converted to an activity planner form because the whole purpose of this two-step process is to use this information to help the adults plan a program of activities for the first two to three months and to help

you, the officers, complete a program of activities for the year. This second step involves organizing the responses in a meaningful way.

See the appendix for a sample Activity Planner form. The areas into which the responses should be sorted include:

- Name of each responding adult
- Each adult's career
- Each adult's hobbies, interests, and skills
- Their ideas for service projects
- Their ideas for program activities
- A notation of how each activity idea relates to one or more of Exploring's five emphasis areas
- Equipment and facilities any of these adults can provide

Whatever activity planning form your post or club uses should be kept in a file or binder for easy access. The adults associated with your post or club have primary responsibility for distributing the worksheet and for converting the responses into an activity planner form. As an officer, your responsibility is to use the Activity Planner form to plan your initial program of activities (this is done in the post or club officers seminar) and to fine-tune this program throughout the year.

The Open House

Refer to chapter three, Phase 3, for instructions on how to coordinate an open house.

Open house is Exploring's term for the first post or club meeting to which prospective members have been invited. This meeting is the first time that most of these young people hear about Exploring, your participating organization, and your specific post or club.

Their first impression is important; therefore, the open house program should be purposeful and exciting. Your participating organization and the adult leaders of new posts or clubs have primary responsibility for planning and conducting the open house. In established posts or

clubs, however, the post or club officers conduct the open house.

The post or club officers, especially the administrative vice president, should be sure the prospective members feel welcome and at ease at their first meeting. This is especially important before the meeting actually begins and at the end, during the refreshment and fellowship period.

The post or club officers will probably have the most effect on new members making a decision to join your post or club. If your enthusiasm is sincere and they see other young people they think they will enjoy getting to know, and they see the kinds of activities your post or club engages in, they will want to be a part of your post or club.

As an officer, be sure that you

- Keep in mind what made the most impact on you at your open house.
- Consider the needs of these prospective members first. Make them feel welcome.
- Plan an activity that gets everyone involved and gives a true picture of the kind of fun young people can have in Exploring.

Election of Officers

Elections for a one-year term should be held as soon as possible after the start-up of the post or club so that the officers can begin leading your post's or club's program of activities and post or club business. Most established Explorer posts or clubs elect officers in the fall, corresponding to the school year. Other posts or clubs elect officers in January to follow the calendar year. This timetable provides continuity for the post or club through the spring and summer months.

Two types of elections may take place in a post or club:

- Temporary election of officers followed by a permanent election
- Permanent election of officers for a one-year term

The reason a post or club may begin with a temporary election of officers is that the post or club members might not know each other well enough initially to hold a permanent election. Whatever option your post or club selects is up to your post or club. Certain election procedures must be followed when your post or club holds its regular election. These procedures include the following:

1. Your Advisor informs post or club members of the responsibilities and position description of each office and stresses the need for commitment to the goals of the post or club and attendance at all meetings.
2. The present or temporary youth president explains the election procedures and the date of the election, and appoints a nominating committee of three or more post or club members. This nominating committee will interview prospects and prepare a slate of nominees. An associate Advisor should be involved with the nominating committee to lend support and advice. A nominating committee is important because this committee takes the time to be sure that nominees are able and willing to serve. Those nominated should understand and commit to the responsibilities and the time involved.
3. The nominating committee interviews those post or club members who have indicated an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Explorers.
4. On election day, certain procedures are followed:
 - The president asks for the nominating report—the slate of candidates for each office.
 - Post or club members are invited to make any additional nominations. If the nominations of these individuals are seconded and the nominees agree to serve, their names are added to the ballot.
 - Nominations are closed by a majority vote.
 - Each nominee is invited to give a brief talk on his or her qualifications, goals, and desire to serve. Post or club members should be able to ask questions of each candidate.

- Voting then takes place. If there is only one nominee for an office, the president requests a motion to approve this nominee for office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
- The newly elected officers are congratulated, and an installation ceremony may be conducted.

Post or Club Officers Briefing

Right after the election, your Advisor and the new youth officers should schedule what is called the officers briefing. This is a two-hour meeting that can take place after school, in the evening, on a Saturday morning, or whenever it is convenient for the group.

For this briefing, choose a location where you won't be interrupted. The new youth president chairs this meeting with guidance and assistance from the Advisor. If this is an established post or club, the records from the previous officers should be given to the new officers.

The new youth president should carefully review the following areas with the Advisor so that he or she is fully prepared to chair this meeting effectively.

1. The president and Advisor should review the suggested program of activities prepared by the adult leaders for the first two to three months of your post or club.
2. The Advisor should explain the purpose and agenda of the upcoming post or club officers seminar so that the president can explain this seminar to the other officers.
3. If this is an existing post or club, the president should be ready to discuss the bylaws of the post or club.

This meeting should be fast-paced and motivational in spirit. It's your kickoff meeting! Its purpose is to make you aware of the information you need to know at this point and to prepare everyone for the upcoming post or club officers seminar, which is probably the most important event in the first three months of your post or club.

Explorer Activity Interest Surveys

The Career Opportunities Worksheet process provides the post or club with information concerning the expertise and availability of the adults associated with your post or club. This expertise must be matched to the interests of the post or club. That is the purpose of the Explorer Activity Interest Survey (see sample survey in the appendix).

Ideally, the Explorer Activity Interest Survey should be conducted prior to the post or club officers seminar because it is at this seminar that you develop the year's program of activities. You need to know the interests of your members to make this program meaningful. It is also important that you continue to conduct Explorer Activity Interest Surveys consistently throughout the year to enable you to fine-tune your program as the year progresses.

As officers, you can design your own method of gathering information about the interests of your post or club members. Whatever method you choose, it is important that it accomplish three things:

- All members are surveyed for their interests.
- Every member feels that his or her interests are important to the post or club and is, therefore, open about expressing his or her interests and ideas for activities.
- The results of the surveys are put into writing and filed.

The program vice president should ensure that Explorer Activity Interest Surveys are conducted on a regular basis, and the secretary should ensure that the results are in writing and filed with the Activity Planner form.

Officers Seminar

The post or club officers seminar is a training and planning seminar for newly elected officers. It is led by your Advisor, associate Advisors, and post or club president. This is an extremely important session because it provides in-depth training for officers and, in the seminar, you develop your year's program of activities. The objectives of the post or club officers seminar are:

- To acquaint the officers with Exploring leadership skills and the contents of the *Exploring Guidebook*

- To build a working leadership team
- To plan the post's or club's program of activities for the coming year

This is the first time that you, as officers, will actually undertake your leadership responsibilities. This is a hands-on seminar. You will plan your program and clarify your expectations and goals for your post or club. You will make important decisions. You will consider how to share your program and get the entire post or club committed to it. That is why this seminar is so important: It is an experience that, in one day, parallels the kind of leadership you will need to exercise throughout the coming year.

See the Officers Seminar Agenda in the appendix.

Regular Post or Club Meetings

It is up to each individual post or club to determine how many regular meetings it holds in a month. Most posts or clubs have a minimum of two meetings. At a post or club meeting, you need to take some time to discuss important business, but the rest of the time should be reserved for the planned activity.

The president leads the post or club meeting. Develop a detailed, written agenda for each meeting, and give a copy to those on the program. The program vice president and activity chair prepare the room, program materials, and equipment. The activity chair makes reminder phone calls to program presenters or consultants. The president should ensure that all post or club meetings start on time. All meetings should have an opening and closing. Use the Pledge of Allegiance, for example. Introduce guests and make them feel welcome.

In a post or club meeting, the report and business items should be handled efficiently to be sure that the members know the issues and understand what is going to happen. Give activity chairs for upcoming events time to briefly explain and promote their activity. Ask post or club officers to make regular, but brief, reports. The administrative vice president or secretary follows up with members who missed a meeting to inform them of any business or announcements.

Critical Leadership Moments in the First Three Months

The events discussed in the previous parts of this section are key events in the first three months of your post or club, but there are also leadership moments—situations that tell you that you are leading your post or club, that good things are happening. We'll describe a few of these moments, but we challenge you to catch these yourself and talk about them in your officers' meetings. Realizing the importance of a moment is part of its very significance.

Some leadership moments:

- A time is set in your first regular post or club meeting that indicates your commitment and communicates your excitement to the post or club members—and you can feel that the members sense it, too, that they want to be a part of this kind of experience.
- You see in your Advisors/Sponsors and other adult leaders that they have confidence in your leadership. They are stepping more and more into the coaching and guiding role, and you are leading more and more. You not only sense their confidence in you, you also sense their pride.
- A feeling exists that this post or club is being well run. When people say they're going to do something, they do it. Meetings start and end on time. Members are regularly attending business meetings and activity meetings. This feeling is a result of people caring, of knowing their word counts, and of discipline, taking care of things they have committed to.
- Post or club members are volunteering for leadership roles, especially for activities and special projects. They sense that you, as officers, want them to lead as well.
- Members are being recognized for achievements that go beyond an award or special honor. In the true spirit of Exploring, you recognize members for community service work, for making someone's life have more meaning and value, for helping your post or club cross a frontier.

- You are working as a team, each officer using his or her own strengths and encouraging the use of one another's strengths and abilities.

Post or Club Bylaws

Your post or club bylaws are the foundation of your program. Ultimately, they provide membership and safety guidelines that will ensure a successful program. Refer to the suggested bylaws in the appendix for some general ideas. At a minimum, your bylaws should include, but are not limited to:

- Age requirements (within the national Exploring guidelines)
- Uniform standards (uniforms should distinguish Explorers from employees)
- Dues or fees (above and beyond the national registration fees)
- Behavior expectations
- Attendance expectations
- Consequences of not adhering to the bylaws
- Regular meeting schedule for: Explorers, youth officers, and post committee

The post or club president should appoint a committee chaired by the administrative vice president to draft the post or club bylaws. The draft is to be reviewed and approved by the officers, then approved by the post or club members. Subsequent additions and revisions can be made at a regular officers' meeting and presented for approval at the next post or club business meeting.

The elected post or club officers are expected to live by and enforce the post or club bylaws. New members should be given a copy and asked to sign or otherwise indicate that they understand and agree to the post or club bylaws.

The Explorer motto should be the preamble to your post or club bylaws. (See the suggested bylaws in the appendix.)

Youth Section Three: Becoming and Being a Leader

Becoming and being a leader is your primary goal as a youth officer. Whether at work, home, or school, you may have observed many different leaders and leadership styles from adult professionals, family members, friends, and peers. But exactly what is meant by leadership? We have purposely waited until this section to answer that question because we hope you have had a chance by this time to conduct some post or club business—to have tried your hand at leading.

We also know that, initially, leadership may seem like a nebulous concept: It feels like a piece of soap that keeps slipping out of your hands. We see important people in leadership roles in the news, on the Internet, and on television every day. However, how they lead or what makes them good or bad leaders is not always clear. It's important that you are able to grasp this concept, as your ability to lead will shape how you approach your officer responsibilities, how you interact with one another, how you make decisions, and which kinds of activities and special projects you choose to engage in as a post or club.

To help you gain this understanding, we'll discuss the following areas in this section:

- The desired model of leadership in an Explorer post or club
- Citizenship and service based on this leadership model
- The conditions that promote growth and development
- Applying leadership to specific post or club experiences

Before reading the first section on the desired model of leadership, stop for a moment. Imagine the following scene:

Cassie is very charismatic, always seems to know the solutions to tough problems, and is quick to act. People appreciate her drive and think she would make a great leader. Cassie was easily voted the leader of the group. With the first service project only days away, Cassie

asked Nick and Leo to help her organize the event. Both of them enthusiastically agreed to meet and help plan the service activity.

At their planning meeting, Cassie, Nick, and Leo are talking together. Well, maybe we should say that Cassie is talking, and Nick and Leo are mostly just listening. On the day of the event, Cassie is at the park at the agreed-upon time but Nick and Leo are nowhere to be found. Cassie has called and texted them for the past hour and a half. “Where in the world are Nick and Leo?” Cassie wonders. “I told them everything they needed to get and when to be at the park. Where could they be?” She cannot understand how they could have gotten the plans for today’s event wrong.

In this section, you will discover that leadership is not power over others. It is not making decisions for others, and it is not telling others what to do. Rather, leadership is about empowering others through service. Leadership is about creating an environment within the post or club where everyone feels a sense of self-worth, where people grow and choose to be present—physically, mentally, and emotionally—because they want to be.

The Desired Model of Leadership

Leaders come in two basic varieties, from two different positions of looking at themselves and others. The first position is often thought of as the traditional one, or the usual way of getting things done. It’s how Cassie approached Nick and Leo in the brief scenario you just read. Leaders who are in the first position see themselves as people who make decisions for others, who tell people what to do, who see people as tools to get their own needs met and the work accomplished.

This kind of leader sees himself or herself at the top of an organization, and this “top mindset” easily allows the person to have thoughts and feelings of being better, of deserving more privileges. Leaders with this kind of thinking often let their titles give them their sense of self-worth. This type of leader is not known for listening well, for delegating responsibility, or for noticing those with less privilege and power. Control and manipulation can easily result from this kind of leadership.

In Exploring, we turn that model of leadership upside down. What’s different about this second kind of leadership, this upside-down version? Leaders in this position see themselves as people who serve the best interests and needs of the people they’re leading. They see themselves more in the role of a coach, counselor, or guide than in the role of a general. They do not take away the responsibility of others thinking for themselves, making decisions, or weighing their own actions. They encourage interdependence, versus dependence on them or a kind of individualism that is more focused on the “I” than the “we.” They replace self-centeredness with other-centeredness.

Three Characteristics of This Kind of Leadership in Exploring

First, this kind of leadership means serving others. Service is leadership. The best way to tell whether this kind of leadership is happening is that those being served grow as individuals and grow together with one another. Simply put, that means the members in your post or club grow and develop under your leadership as officers and grow as a group, an interconnected group who appreciate more and more how each person is valuable to the whole post or club.

Second, the desired leadership in an Explorer post or club is shared leadership. This shared sense of leadership is a natural outgrowth of seeing service as leadership. With shared leadership, the goal is to involve everyone in the decision-making process. Everyone has a responsibility to participate.

Third, the desired leadership is grounded in values and ethical principles. Values and ethical principles are the foundation that gives leadership a sense of direction when it comes to actually doing something, making decisions, looking at one’s own behavior, and making desired changes. Values influence what we think about. Values are the kinds of things that result in character. They are at the heart of what makes a caring and responsible person. As an Explorer, you may hear the term “ethics in action” used to convey a kind of leadership that is grounded in values. It simply reinforces the idea that we learn by doing and by looking at what we have done. You will come to realize the

meaning of leadership best, not through preaching or mandates, but through action—through sharing activities with one another and by interacting with caring and responsible adults.

The other part of ethics in action is looking back, and that is called reflection. An experience is not complete until you've had a chance to think about it and understand it.

How Do You Become This Kind of Leader?

We all probably know some, if not all, of the things we must do to become this kind of leader. The specifics that follow are not full of surprises. The process begins and ends with our taking responsibility for actually doing these things until they become a part of us. That's what is hard!

To become and to be the second kind of leader, we need to:

- Think for ourselves.
- Have respect for the value of each person.
- Listen and empathize with the thoughts and feelings of others.
- Clarify our expectations and the expectations of others.
- Commit to our responsibilities.
- Face problems for the purpose of solving them.
- Notice growth.
- Take every opportunity to encourage, provide support, and provide timely feedback.
- Accept our own humanity and the humanity of others; see the humor in our actions.
- Reflect on our actions—examine our thoughts and feelings.
- Choose to change, when change is necessary for growth.
- Discover what we value, and reaffirm those values in our actions.
- Respect other people to the point that we give them the same rights and responsibilities to do these things—to think, clarify their expectations, commit to their responsibilities, and so on.

Back to Cassie

Before going on to the next section, stop for a minute. Remember the episode with Cassie, Nick, and Leo? If Cassie had been the second kind of leader in that scenario, you can imagine her actions might have been very different. Maybe something like this:

At their planning meeting, Cassie opened by asking Nick and Leo, “Do you have any ideas?” Leo made several suggestions, all of which seemed either too difficult or too boring. She listened patiently as Leo spoke and listed his ideas for further discussion. After a long pause, Nick shouted, “I have an idea! I have an idea!” Cassie and Leo agreed Nick’s idea was a good one. Having arrived at a service activity they could all agree on, Cassie was able to call on Leo’s ability to organize and Nick’s ability to recruit volunteers to make it work. Her leadership style was crucial to making this meeting a success.

In the second scenario, when Cassie asked, “Do you have any ideas?” there were many important things going on. It was not only that Cassie asked her friends for ideas but also the manner in which she asked the question. She believed that they had good ideas. That is the kind of leadership your members need to hear from you. They’ll come up with ideas, just as Nick did, who, after thinking for a minute, excitedly said, “I have an idea! I have an idea!”

The scenario could be rewritten a thousand different ways because each of us is a unique person and therefore will be a unique leader. In fact, people are not necessarily one kind of leader or the other. Often, we’re both kinds of leaders at different times.

Ultimately, there is no one way to become the second kind of leader. Much depends on our intent and the spirit in which we do something. A part of growth is getting better and better at catching ourselves at what we’re doing.

One more thing: People are not necessarily one kind of leader or the other. Often, we’re both kinds of leaders at different times. A part of growth is getting better and better at catching ourselves at what we’re doing.

Looking at Citizenship and Service

Seeing leadership as service has some profound implications for an Explorer post or club and for you, a post or club officer. Service is a process of receiving and giving. Both are extremely important. It is as important for us to be able to receive the gifts of others—their ideas, skills, and insights—as it is for us to give those things to others.

“Generosity of spirit is thus the ability to acknowledge an interconnectedness—one’s ‘debts to society’—that binds one to others. . . . It is also the ability to engage in the caring that nurtures that interconnectedness. It is a concept of citizenship that is still alive in America that everyone should strive for.”

—Robert Bellah, *Habits of the Heart*

As young people, you are not waiting to be citizens. You already are citizens. You have as much to give as anyone else, and our families, communities, and our country need your gifts. Don’t underestimate what you can do or what your post or club members can do.

Think about the number of lives affected by the post members in California who marked the trails in a national park for the visually impaired so that they could learn about the flora and fauna. Think about the lives that have been affected by a ham radio post in Arizona that provides communication services in emergency situations. Or think about the effect of a history post in Iowa that faithfully recreated the daily life of an 1850s frontier settlement.

In this upside-down version of leadership, where you see yourselves serving others, consider yet another important implication. We don’t rely on others to define the limits or frontiers of what we can do. Instead of looking up an organization and asking, “Do you have a project you need help with?” you take the next step. Think about the needs you see around you, look at the talents and resources of your post, and come up with ideas. You are the designers, the dreamers, the true explorers.

In the next section, we’ll talk about planning your post’s or club’s program. Remember the implications we discussed

in this section as you consider, suggest, ask for ideas from the members, and plan your actual program. Think about the unlimited power you have to make a difference.

Conditions Promoting Growth and Development

Every age has exciting possibilities for growth. We go through different stages of growth in our lives, and each one is crucial to our overall development. Adolescence is one of those vital stages.

Important discoveries have been made about the growth and development that needs to happen at this time in life—things that you, as young people, must not miss out on. The reason is that, when young people miss out on these kinds of things, they may become adults who are not healthy or whole. Perhaps those adults keep looking back and trying to fill the holes in their lives rather than looking forward and living full, productive lives. What are these things that are so critical to growth and development? Young people need experiences that provide opportunities to:

- Interact with peers and acquire a sense of belonging.
- Gain experiences in decision making.
- Discuss conflicting values and formulate their own value systems.
- Reflect on self in relation to others and discover more about themselves by looking outward as well as inward, by interaction and introspection.
- Experiment with their own identities, with relationships to other people, and with ideas, and try out various roles without having to commit themselves irrevocably.
- Develop a feeling of accountability in the context of a relationship among equals; to participate as a responsible member of a group of people.
- Cultivate a capacity to enjoy life.

(Conditions described in *Requirements for Healthy Development of Adolescent Youth*, by Gisela Konopka)

Consider how many of these conditions are an essential part of Exploring. Look back at the goals of Exploring,

and think about your responsibilities as an officer. They are all related to the conditions necessary for growth and development listed above.

Applying Leadership to Post or Club Experiences

Let's apply what we've said about leadership to the kinds of experiences you will have as a post or club officer, and take a moment to examine three kinds of experiences in particular:

- Experiences with specific expectations and goals
- Common, everyday experiences
- Very challenging experiences

Experiences With Specific Expectations and Goals

As an officer, you will be involved with many post or club experiences that have definite expectations and specific goals associated with them. All the events in the first three months of your post or club fit this description, as does any activity in your year's program of activities, your superactivity, your regular post or club meetings, and your officers' meetings. These kinds of post or club experiences ask certain things of a leader, of an officer.

They ask you to take responsibility for having carefully thought through the purpose or mission of that activity. For example, if you are the president, one of your goals in the officers briefing is to explain to the other officers the purpose of the post or club officers seminar. That means you have carefully gone through the agenda for the post or club officers seminar with your Advisor, and spent some time by yourself deciding how best to communicate the seminar to your officers.

Officers and members must feel that they can contribute something of value to the goals of each post or club activity. As a leader, you must be sure everyone is encouraged to contribute and everyone is carefully listened to. Sometimes, in an organization or community, it's easy to get into a pattern where we listen to ideas from the same people again and again. It's important that leaders in any organization ensure that they are including diverse ideas.

- Keeping a meeting, a seminar, or an activity on track: If you know and have really thought through the expectations and goals of the post or club experience you're engaged in, you will know when that activity is getting off track. Using the goals and expectations is also an excellent way to objectively get people back on track. They help keep personalities and emotions in their proper perspective.
- Weighing and examining whether the occurrences in these specific post or club experiences achieved their goals: Reflection should be an integral part of each post or club experience. When you reflect on post or club experiences with definite expectations and goals, you have a good way to assess how successful or worthwhile that completed activity was, and to ask the next question: Why or why not?

Common, Everyday Experiences

We sometimes make the mistake of thinking that it's the big events that make all the difference in a successful Exploring program. Often, it's the common, everyday moments that characterize a post or club. For example, officers' reports are a regular part of post or club meetings and officers' meetings. As a fellow officer, could you make a difference by complimenting other officers when they give particularly good reports or presentations? Could you make a difference if you personally talked with an officer whose reports had become stagnant, who seemed to be just going through the motions? Consider other common, everyday moments like these:

- Being on time
- Participating in unexciting duties, such as getting the necessary equipment for an activity
- Remembering to say "thank you" to people—members, other officers, and adult leaders
- Pairing up with different members in an activity, not the same ones
- Taking the time to discover why someone who has often suggested ideas hasn't contributed in a while
- Finding out why someone's attendance is becoming sporadic

Challenging Experiences

Wherever there are people, there are challenging experiences. A challenging experience may be an interpersonal conflict or a problem that needs to be addressed. In Exploring, we have discovered that one of the most challenging experiences a leader has is the area of delegating responsibilities. It's often hard to know when support and direction are still needed and when it's time to let go.

We're not going to make this challenging experience seem easier than it really is, but we'll talk about some guidelines for you to consider:

- Keep in mind that every situation is unique and that the individuals involved are unique. You should consider each situation on its own merits.
- If we are honest with ourselves, we are probably more aware than we'd like to admit that we know when support is still needed and when it is time to let go. Often, the problem is not knowing the answer to this question—it is confronting ourselves and admitting that it's hard for us to give up some of our control, to step away from trying to do everything and letting someone else have the opportunity.
- It's important that when you do delegate responsibility, you give people the opportunity to both succeed and fail. You do not step in too quickly; you truly give them the responsibility.

In Exploring, we have developed two learning activities to help you with two specific kinds of challenging experiences. The first activity ("Problem-Solving Skills for Explorers" in chapter one) is designed to help you solve problems that arise inside or outside of your post or club. The second activity ("Ethical Controversies" in chapter one) is designed to help you learn how to think through the ethical considerations of challenging situations and to lead a group to a consensus after considering those ethical issues.

When you begin to consider these three kinds of experiences—experiences with definite goals; common, everyday experiences; and challenging experiences—where you as a leader can make a difference, you begin to realize more and more the need and purpose for ongoing contemplation, for thinking about things, for reflection.

Problem-Solving Skills for Explorers

The ability of a program Advisor/Sponsor and the program youth leaders to solve problems and involve every post or club participant in the planning and implementation of quality activities is a challenge. Positive relationships must be established with participants in the Exploring program. These relationships should develop trust and openness.

Every individual and every group faces problems that must be solved. People working to plan and develop projects face new problems all the time as they draw input from group participants. The following simple process shows one way to solve problems that may arise during post or club meetings:

Step 1: Define the problem. This includes understanding the problem thoroughly by finding out all the facts about it. Once those facts are clear, decide on the goal or goals to be reached. As you do so, state the values that are implied by the goal as the program defines it.

Step 2: State all possible ways to reach the goal. Rather than stating only one way, include as many as possible, even though some of them might not seem very practical. If the post or club works through a number of committees, several proposed solutions will probably develop automatically.

You might divide the post or club into small groups and assign small parts of the problem to each for solutions and recommendations.

Step 3: Evaluate the possible effects of each of the proposed solutions. Take each proposal in turn. Then say, "If we do that, what will happen?" Trace the probable effect of each proposed action as carefully as possible.

Solicit responses from participants who are not very outgoing or vocal.

Step 4: Choose the policy or solution that seems most likely to achieve the goals that the program has set. These goals should be the consensus of the group.

Youth Section Four: Planning Your Post's or Club's Program

Planning your unit's program is probably the single most important activity you will be involved in. Not only will you help determine the activities your post or club will be doing, you will also learn how to plan.

In this section, we will discuss the following areas to help you plan a meaningful and successful program:

- The qualities of a good program
- Learning the steps in the planning process
- The planning of an individual activity
- Making your program dynamic throughout the year

The spirit of the planning process for a year's program or for an individual activity should be consistent with the leadership philosophy that is discussed throughout this guidebook. The planning process itself should contribute to people growing and learning, and to officers and post or club members feeling responsible for ensuring that their program is a good program.

Qualities of a Good Program

Every post or club wants a successful and satisfying post or club program. How can you achieve that kind of program for your post or club? Every program will be different because every post or club is unique, but certain things contribute to that uniqueness. A good post or club program:

- Demonstrates a good match between the Career Opportunities Worksheet forms and the Explorer Activity Interest Surveys
- Addresses the needs and interests of the post or club members
- Reflects a balanced program, centered on the five emphasis areas
- Involves as many post or club members as possible through the course of the year in (1) suggesting ideas for activities, (2) planning the activities, and (3) participating in the activities

- Is a dynamic and action-oriented program, changing and adjusting throughout the year to the growth and development of post or club members
- Is based on careful, consistent planning by the Explorers
- Emphasizes new skills, new ideas, new experiences, and new challenges

Planning a year's program is the focus of the next section. Some people think that planning is the dull part of an activity; it isn't. Brainstorming ideas is fun—if you really brainstorm. Seeing your new program take shape is satisfying. And learning how to plan might be the thing you look back on in the years ahead as one of the most important skills you gained in your Exploring experience.

Learning the Steps in the Planning Process

You will plan your initial year's program in the post or club officers seminar. This section clarifies the process you will use so that you will be adequately prepared to apply this process in the seminar itself. In addition, your Advisor will guide you and offer assistance whenever necessary. Planning your year's program is divided into two parts:

- Part One: Deciding upon the activities for the year's program
- Part Two: Practicing the steps for planning an individual activity

Part One: Deciding the Activities for the Year's Program

In planning your year's program, you will engage in four steps to help you arrive at a decision regarding the activities you select as a part of the program.

Those four steps:

1. **Gathering and evaluating information.** In this first step, you will gather and discuss the Activity Planner form, the initial Explorer Activity Interest Survey given after the officers briefing, the goals of an Explorer post or club, and the five emphasis areas. Every officer should be familiar with these four types of information, and it is important that you ask any questions you might have about the information you are reviewing.

- 2. Brainstorming ideas.** In this second step, you will suggest any ideas for activities that come to your mind. At this point, don't worry at all about judging ideas for their ultimate effectiveness in your year's program. That interferes with the brainstorming process. Rather, be creative, use your imagination, think about any and all possibilities. Keep visualizing answers to the question, "What could we do?"
- 3. Discussing and evaluating your list of any and all activity ideas.** Now it's time to think about the value of your suggested ideas in relation to the information you reviewed in step one; namely, the Career Opportunities Worksheets, the Explorer Activity Interest Survey, the five emphasis areas, and the goals of the post or club. It is now time to stand back and objectively discuss the advantages and disadvantages of each idea and to weigh each in relation to the others.
- 4. Selecting the activities for your year's program.** In this last step, you decide which activities you think would be best for the program, and you fit those activities into the post's or club's calendar. As a result of this last step, you should know which activity you plan to do in each month.

This four-step process helps you discover that planning involves gathering essential information and ideas, sorting that information and those ideas, and interpreting what you have sorted. Planning misses the mark when essential information is not considered or included, when creativity is missing in the process, or when people do not integrate the information and the ideas.

Part Two: Practicing the Steps for Planning an Individual Activity

In the post or club officers seminar, you will also go through the steps for planning one individual activity and then applying the same process to the superactivity. The purpose of this practice is to help you understand what goes into planning an activity so that you can later support, as necessary, the activity chair and activity committee who will do the actual planning. Support is much more meaningful when you can discuss the issues of each specific planning step.

The planning process consists of seven steps:

- 1. Determine the desired outcomes of the activity.** In this step, consider the purpose of the activity and the goals you would like to achieve. You need to visualize what the members should gain as a result of engaging in this activity.
- 2. Identify needed resources for the activity.** Identifying needed resources involves answering questions such as: What expertise, facilities, and materials are needed? Who can we get to help? What is available at the location? Where can we get the necessary equipment? The Career Opportunities Worksheets should be used in answering these questions.
- 3. Consider alternatives in case of unforeseen circumstances.** This step involves considering the possibilities for different things that might affect the activity. What if it rains? What if the activity doesn't work as planned? Does it depend on a certain number of people participating?
- 4. Make all the decisions involved with this activity.** Determine specifically who will be in charge of the activity. Which other people will have specific responsibilities for the activity? Who will teach the skills, organize the contest, serve as officials, and so on? How will the activity be organized? Decide where and when the activity will be held. All these decisions should be recorded on the activity planner (see the appendix).
- 5. Develop a plan for how to share this activity with others.** In this step, discuss and decide how to inform the members about the activity. Consider whether a promotion effort is desirable to encourage all post or club members to participate.
- 6. Carry out your plan for this activity.** The activity chair and activity committee are responsible for leading the activity. They carry out the decisions made and the responsibilities committed to, using the previous five steps as their guide.

7. Evaluate the completed activity. After the activity, the post or club leaders need to reflect on it and discover: Did the members like the activity? Were the desired outcomes (step 1) achieved? What would you do differently the next time?

After completing the post or club officers seminar, you should get to know these steps like the back of your hand, and so should every activity chair. That is an expectation you must clarify with the activity chairs of all post or club activities. These steps should become a part of the shorthand language of the post or club so that you can easily and effectively keep up-to-date on the planning of post or club activities in the year's program.

Planning an Individual Activity

In the previous section, you practiced planning an individual activity. However, the actual responsibility for planning an activity belongs to the activity chair and activity committee. You have learned the planning steps to be able to support them.

Becoming a leader is not only a goal for you as a youth officer. The goal of an Exploring program is to also give every member leadership opportunities. Being an activity chair represents that kind of opportunity. Just as your Advisors hand off the leadership of your post or club to you, you also look for opportunities to give leadership responsibilities to the members.

Definition of an Activity

An activity is a hands-on experience in which all the members do something. A ski trip, volleyball game, computer workshop, dance, service project, swim party, career seminar, mock trial, fitness test, or ethics debate are examples of activities. Any activity that requires a great deal of planning is considered a superactivity! Every post or club should plan at least one superactivity per year. Doing so meets one of the requirements of the Journey to Excellence Award. Read more about JTE recognition in chapter four.

Role of the Activity Chair

The activity chair for an activity is selected by the post or club president and Advisor and is responsible for (1) planning, (2) promotion, and (3) conducting the activity. For relatively simple activities, the activity chair alone may be sufficient to carry out these three responsibilities. However, some activities in a post or club are more complicated. For these, the activity chair recruits a committee and, depending upon the activity, receives help from the Advisor, post or club committee, and consultants.

For example, if the activity is a bowling night, the activity chair probably can organize, promote, and run it alone. However, if the activity is a waterskiing party, then the activity chair might need other Explorers and adults to help with things such as equipment and transportation. Use the Career Opportunities Worksheets to identify adults who could serve as consultants, obtain equipment, provide instruction, and supervise safety procedures.

When a committee works with the activity chair to plan an activity, the chair and the committee should go through the seven planning steps together. It is the responsibility of the chair to be sure that the activity planner is filled out and filed with the post or club records.

Working With a Consultant

Consultants can be a great asset to an activity. Because these adults have been recruited by your post or club committee, you need not hesitate to ask them for help. The activity chair should explain the activity to the consultant who is helping and find out how the consultant's expertise can be helpful for the activity. In addition, the activity chair should review with the consultant what is expected of him or her and what equipment or supplies are needed, if any. After this discussion, the activity chair should follow up with a letter to the consultant, summarizing their discussion, so that there is no misunderstanding. Also, remember to thank the consultant after the activity is over.

Developing a Dynamic Program

The program you create in your post or club officers seminar is simply your initial program for the year. You should constantly fine-tune your program of activities throughout the year. That is what makes a program dynamic. The following things should cause you to stop and reassess your program:

- **Additional responses to the Career Opportunities Worksheets.** The Career Opportunities Worksheet is a form that should be used continually. Give a worksheet to any adult who potentially could help the post or club. The added information you receive from these responses could affect activities you would like to do.
- **Explorer Activity Interest Surveys.** Give Explorer Activity Interest Surveys to members on a consistent basis. Doing so allows you to check your initial program against new or changed interests, with other suggestions for activities, or with the interests of new members. If your post or club members know you are on the lookout for new activities, they are more likely to suggest ideas that come to their minds during the year.
- **Growth and development.** You and your post or club members will change and grow throughout the year. What seemed like an excellent idea at the beginning of the year might not seem so meaningful six months later. You might have additional ideas that better address where you are at these later points in time. Realize the importance of this new insight and awareness, and adjust your program accordingly.

Youth Section Five: How-To Guide

This section deals with situations that you might face in an Explorer post or club in which some how-tos could be helpful. The following situations are covered:

- How to earn money, page 114
- How to brainstorm, page 118
- How to develop service projects, page 119
- How to plan your superactivity, page 121
- How to introduce a speaker, page 122
- How to lead a discussion, page 123
- How to teach a skill, page 124
- How to use parliamentary procedure, page 126
- How to generate publicity, page 126
- How to conduct a post or club parents' night, page 133
- How to recruit new members. page 133
- How to use charts and posters, page 134
- How to make a speech or presentation, page 136

You might want to add other how-to areas that you discover are useful for your post or club. That way, your post or club will have a written record from year to year of these other how-to areas from which future officers might benefit. We recommend that the secretary put any additional how-tos in a similar format.

How to Earn Money

Many posts or clubs decide to purchase equipment, take a trip, or plan a special project that requires additional funds. Explorers who pay their own way will appreciate the equipment or trip more than those who don't. The decision to plan a money-earning project should be made by the entire post or club. See the Learning for Life Money-Earning Application in the appendix. Once a money-earning project has been approved, all the members should participate in the project.

Posts or clubs should not seek contributions because this violates the policy of paying your own way and is against Learning for Life policy.

Planning a Money-Earning Project

In planning a money-earning project, your post or club should follow these guidelines:

- **Determine whether you really need the money.** First, review your current budget to be sure that members' dues will not be sufficient for your needs. If they aren't, determine how much money you need to raise for which specific needs. Then, develop a specific budget based on your needs and goals.
- **Be realistic.** Consider carefully what your members will actually do. Explorers have not been very successful with selling products door-to-door. Posts or clubs are more successful with one-time projects, such as a dinner, car wash, or Career Cards. For more information on Career Cards, please contact your local Exploring representative.
- **Decide how funds will be accounted for.** Decide in advance whether all funds raised will go into the post or club general funds, into individual Explorer accounts (within the post or club account) based upon hours worked and profits made, or a percentage into the post or club general funds and the balance into individual Explorer accounts. Explorer accounts belong to the post or club and can be used by an Explorer only to defray his or her share of costs of post or club activities.
- **Look for a need.** Find out whether there is a service or project your community or participating organization might need. Ask questions; you might be surprised. Some organizations in your community may be delighted to pay your post or club to do a special project or service as long as the project doesn't put someone out of work.
- **Get parents involved.** Parents are excellent resources for ideas. They might also be willing to provide leadership or assistance.

- **Review your money-earning project with your local Learning for Life representative and your participating organization.** Check Learning for Life policy, and check with your participating organization to be sure the money-earning project is appropriate. The Learning for Life money-earning policy is outlined on the Learning for Life Money-Earning application in the appendix. It explains, in part, that:

- The plans and the dates for your project will not conflict with any programs of your participating organization, local Learning for Life office, or United Way.
- Your plan should be in harmony with local ordinances, free from any stigma of gambling, and consistent with the ideals and purposes of Learning for Life.
- If a commercial product is to be sold, it should be sold on its own merits and not merely on the basis of "helping Exploring."
- Those selling need to act as individuals without attempting to capitalize on the goodwill of Exploring to promote sales.
- The buyers, even if they are family and friends, should be able to receive their money's worth from the product, function, or service.
- The project should be carried out in a manner that does not infringe on the rights of other programs in the same area or on the right to a livelihood of local businesspeople and their employees.
- If any contracts need to be signed, they should be signed by an individual without binding or committing Learning for Life or the BSA in any way.

Keep these additional recommendations in mind:

- **Beware of promotional schemes or questionable product sales gimmicks.** Carefully check out the product and the reputation of its supplier before you become involved.

- **Develop a plan for your money-earning project.** Once you decide on a project, write a specific plan including assigned responsibilities and procedures for handling the money. Be sure that post or club members, parents, your participating organization, and your local Learning for Life office understand and approve your project. Submit a Money-Earning Application (in the appendix) to your local Learning for Life office. This is for your protection. The local Learning for Life office does not keep any of your post's or club's earnings.
- **Obtain necessary approvals before beginning your project.** Be sure to obtain any necessary licenses, approvals, health regulations, and other permissions in advance.
- **Complete a project appropriately.** After the project is completed, thank those involved, return any unsold products or borrowed equipment, and provide for proper accounting of funds.

Whenever your post or club is planning a money-earning project, this checklist can serve as your guide. It will be helpful to you as you fill out the application. If your answer is yes to all the questions that follow, it is likely the project conforms to Learning for Life standards and will be approved.

- 1. Have your post committee and participating organization approved your project, including the dates and the methods?** There should be a real need for raising money based on your post's or club's program. We should not engage in special money-earning projects merely because someone has offered us an attractive plan. It's important to remember that individual youths are also expected to earn their own way. The need should be over and above normal budget items covered by dues.
- 2. Do your plan and corresponding dates avoid competition with money-raising efforts and policies of other group/posts, and of your participating organization?** Check with your institution head to make certain that your organization agrees on the dates and type of fundraiser.
- 3. Does your plan comply with local ordinances; is it free from any association with gambling; and is it consistent with the ideals and purposes of Learning for Life?** Money-raising projects that include the sale of raffle tickets are in violation of this policy. This question can be answered only in terms of specific proposals. If there is any question of its suitability, contact your local Learning for Life service center for assistance.
- 4. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Learning for Life, either directly (during sales presentations) or indirectly?** Teaching youth to become self-reliant and to earn their own way is an important part of training our youth.
- 5. If tickets are sold for any function other than a Learning for Life event, will they be sold by your youth as individuals without depending on the goodwill of Learning for Life to make this sale possible?**
- 6. Even when sales are confined to parents and friends, will they get their money's worth from any product they purchase, function they attend, or services they receive from your post or club?** Here again is the principle of value received—a sale standing on its own merits—so that the recipients are not in any way subsidizing either Learning for Life or the participant. Youth must learn to pay their own way and to honestly earn the money to do it. You cannot permit anyone to use the good name of Learning for Life to sell a product.
- 7. If a project is planned for a particular area, do you respect the right of other Learning for Life posts or clubs in the same neighborhood?** It's a courtesy to check with neighboring posts or clubs or the local service center to coordinate the time of your project and to see that you aren't covering their territory. Your service team member can help you with this.
- 8. Is it reasonably certain that people who need work or business will not lose it as a result of your post's or club's plan?** Your post or club should neither sell nor offer services that will damage someone's livelihood. If possible, check with the people who may be affected.

9. Will your plan protect the name and goodwill of Learning for Life and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns? Because of Learning for Life's good reputation, customers rarely question the quality or price of a product. Unchecked, the network of Learning for Life posts or clubs could become a beehive of commercial interest to the neglect of character building and citizenship training.

10. If any contracts are to be signed by your post or club, will they be signed by an individual without reference to Learning for Life and in no way appear to bind Learning for Life or the participating organization to any agreement of financial responsibility? Before any person in your post or club signs a contract, he must make sure the venture is legitimate and worthy. If a contract is signed, he is personally responsible. He cannot sign on behalf of Learning for Life nor may he bind the participating organization without its written authorization. If you're not sure, check with your local Learning for Life service center for help.

Ideas for Money-Earning Projects

The following ideas are post or club projects, not individual employment efforts. All funds for goods and services should be paid to the post or club to avoid conflict with tax and employment laws. The post or club is a nonprofit organization; individual members are not. Be sure the financial arrangements of your project do not violate child labor laws, income or sales tax regulations, or employment regulations. This is another reason to obtain approval of your Money-Earning Application from the local Learning for Life office.

- Work through your local Exploring representative to sell Career Cards, which are discount cards with coupons from local merchants. Most local Exploring offices will coordinate this fundraising effort for all of its Exploring programs.
- Wash cars (perhaps at an employee parking lot), wash airplanes (at a private airport), or wash boats (at a marina). Employees could pay as they come to work so that the post or club would have all day to wash and/or wax vehicles.
- Control traffic; park cars; operate a checkroom, nursery, or concession stand; sell programs; take tickets; serve as ushers; and perform other services at community or sports events, including cleanup when activities are over.
- Stage a pancake breakfast, spaghetti dinner, or similar event. Aim for the unusual, such as wild game dinners, chili cook-offs, barbecues, and so on.
- Offer a birthday party service. Plan games, dress as clowns, provide refreshments, supervise activities, and so on.
- Organize a color guard, drill team, band, dance group, or other entertainment for conventions or community affairs. Be sure the chamber of commerce and convention bureau know your group is available.
- Produce a play, carnival, fashion show, or booth show, selling tickets or space to other organizations.
- Conduct or be part of a garage sale, rummage sale, auction, flea market, swap meet, or other similar activity. Operate garage sales for neighborhoods or community organizations on a commission basis.
- Operate a Christmas tree lot, including making and selling wreaths, door decorations, or other holiday items. Wrapping gifts at a booth, a retail store, or a mall is another service that a post or club can do to raise funds.
- Perform services for businesses or organizations, such as stuffing envelopes, assembling kits, and so on.
- Collect aluminum, paper, glass, or other recyclable materials. Be sure you have a source who will buy your collections, and find out how the recyclables must be prepared.
- Sell Scouting show tickets. Participate and show others what your post or club does.

- Mow, rake, weed, trim, and clean up yards of homeowners or businesses.
- Operate a nursery or day care center during community events.
- Clean stadiums, fairgrounds, or other facilities after public events.
- Distribute newsletters or promotional fliers. (Don't necessarily endorse their product or cause.)
- Operate a weekend kennel, walk dogs, or provide other pet-related services.
- Sell or collect plant specimens.
- Pick fruits or vegetables.
- Catch or raise fish bait to sell.
- Shovel snow and treat icy walkways or parking lots.
- Design and sell T-shirts and similar promotional items.
- Perform household repairs, cleaning, painting, and similar services.
- Take photos at dances or conventions.
- Organize ski swaps, part sales, or similar functions for a commission or booth rental.
- Recycle the parts from defective products for a business or industry.
- Clean irrigation ditches, gates, or drains.
- Provide a crew for harvests or other events requiring temporary workers.
- Sign up with temporary service bureaus.
- Check vacationers' homes. Take care of yards, pets, mail, and so on, while they are away.
- Wash and maintain boats in marinas while owners are away.
- In resort areas, check and provide outside maintenance of vacation homes.
- Construct and maintain fences for farmers or ranchers.
- Organize a high school fashion show for a department store.
- Plant a garden on vacant land and sell produce at a roadside stand (with permission).
- Help people planning to move with packing, loading, garage sales, and cleanup.
- Maintain yards of vacant homes that are for sale. (Check with real estate agencies.)
- Check with political parties to provide meals, cleanup, or other services at rallies or picnics.
- Clean private beaches for resorts or homeowners.
- Sell programs or souvenirs at parades or celebrations.
- Offer to decorate floats for parades.
- Offer to run day care centers, staff day camps, help at summer camps, or help with similar events for churches and community organizations.
- Put on plays or run activities for youth groups.

How to Brainstorm

Brainstorming is an essential part of good thinking, and it is also an essential part of making good decisions. How does brainstorming help you think better and make better decisions?

First, it helps you get out good ideas and information. Second, it fosters creativity; it encourages people to see possibilities. Brainstorming causes you to stretch: not stopping at the first thing that comes to your mind but continuing to think. Third, it encourages everyone in a group to participate. Fourth, brainstorming is fun, and causes us to get caught up with thinking in a way that makes us want to think some more.

Brainstorming is a part of many Exploring activities, like developing your year's program of activities. This how-to section offers some suggestions to help make brainstorming happen. We'll look at some suggestions to apply to yourself, and at some guidelines to apply to a group brainstorming together.

Individual Suggestions

Following are some suggestions to help you get in the mind-set to brainstorm:

- Relax. Let pictures come freely to your mind.
- Concentrate on what you're brainstorming about. Try to get everything else off your mind and focus on the subject at hand.
- Don't criticize or judge your own ideas internally. If you do, you'll start hesitating and being too careful.
- Take creative risks; think in terms of no limits.
- Believe in and use your own experiences as a springboard for ideas. Each person has all the experiences he or she needs for brainstorming.

Group Guidelines

Now you're ready. The next step is to help create the right kind of environment for the group to brainstorm together. You contribute to this kind of environment when you:

- Encourage as many ideas as possible.
- Don't judge ideas (as good or bad) during brainstorming.
- Don't look ahead to making decisions; stay totally in the brainstorming mind-set.
- Build on one another's ideas.
- Encourage participation from everyone in the group.
- Don't worry about the words you're using to express an idea. Simply try to describe the picture you're seeing.
- List the ideas that your group comes up with so that you don't lose them.
- Set aside phones and tablets so attention is focused on the brainstorming session.

When you engage in brainstorming, think about the two words that make up this word. Once you experience brainstorming, you'll realize that it is like a storm in the brain. Ideas begin to flow that you never knew you had—one idea breeds another idea, and that idea breeds yet another.

Brainstorming often surprises people. It blows off the thoughts that lie on top and exposes ideas we are often unaware are inside of us. We begin to appreciate more fully what we are capable of and how creative we are. By causing us to stretch beyond our usual way of thinking, brainstorming makes it hard for us to snap back to where we were before, because we've grown.

How to Develop Service Projects

In Exploring, it's important to demonstrate a post's orientation to the community. The purpose of this how-to section on service is to give you some ideas on developing your service projects. In particular, it describes one method that will help you first identify needs for service, and then identify projects that address those needs.

Need-to-Solution Method

Performing a service project will be of the most value when you respond in some way to a need you see within your community. The following steps will help you identify both needs and solutions.

1. **Brainstorm a list of service needs.** Always begin in the brainstorming mind-set (see the how-to section on brainstorming). In this step, simply list any needs for service that exist in your community. Think about experiences you've had, articles you've read, people you know, or things you've heard about. Don't worry about judging your service needs, making decisions, or choosing the words to describe a need.

The following is a sample list of needs that demonstrate both a variety of ideas and the authentic way in which the brainstormers in this situation expressed their ideas. A sample list of needs could include:

- Increasing people's interest in reading—especially kids
- Helping people overcome illiteracy
- Making bus travel safer
- Helping older people in the neighborhood with needs they may have in and around their homes
- Getting kids to be more physically active when they are out of school

- Helping educate kids and adults about the danger of texting and driving
- Helping out in emergency room waiting areas—for instance, helping people fill out forms or just sitting with them
- Helping educate kids about alcohol and drug abuse
- Helping people get to know their neighbors
- Helping people find out about dogs and cats available for adoption at a local animal shelter
- Helping with children who have been abused
- Helping with kids who are missing
- Helping people laugh more and enjoy life. What can we do to cheer people up?
- Helping educate the public about ecology, the environment, and protecting natural resources
- Helping the unemployed

2. Pare and prioritize your list. Once you've gathered a list of ideas, it's time to discuss the various ideas on that list. In this step, you sort through your ideas to weigh them. Your goal is to pare down your large list to the top three to five service needs. This will allow you to develop enough service projects to intersperse throughout your year's program of activities. In your discussion, ask questions like: "Which of these needs has the most meaning to our post or club? Why? Do we see any common concerns that are a part of several needs? What needs do we really feel strongly about?"

3. Brainstorm solution ideas. You now have a pared-down, prioritized list of service needs. Opposite those needs, develop a brainstorming list of possible solutions (ideas for service projects) for each of the three to five needs. Go through the same process to develop this list as you did when you developed your list of service needs.

4. Select your service projects. Discuss and weigh the various ideas on your list for service projects. Select the best service project idea for each need. In your discussion, ask questions such as:

- What do we like most about each of these ideas? What do we like least?
- How could we use the career or special interest of our post or club in any of these service projects?
- Does this project idea really address the need we want to do something about?
- Will it make a difference in people's lives?
- Will our members get excited about carrying out this project?
- How will the people we're trying to help feel about our service project?

5. Carry out the seven steps for planning an individual activity. A service project is an activity, and it should be planned like any other individual activity. Select an activity chair and activity committee for each service project who will be responsible for carrying out the seven steps for planning an individual activity (see Part One: Deciding the Activities for the Year's Program) and for filling out an activity planner. In step two (identify needed resources), the post or club committee should be consulted to help identify and contact community agencies that might provide assistance with each service project.

A good service project can be very simple. It might never attract the attention of others. That doesn't mean it can't do as much good as projects that garner lots of attention. Attention is not the goal: service is. Sometimes, it's the little things we do consistently that make a real difference in someone's life. For example, think about an older person who has always loved to read but who can no longer go to the library. What if you went with this person or went by yourself to the library to pick up and return books each week?

The goal of service projects is to improve the community or to help someone live a healthier, safer, more dignified, and enjoyable life.

How to Plan Your Superactivity

The highlight of your post's or club's program should be its superactivity. A superactivity is a major project, activity, trip, or other event that piques the interest of your post's or club's members and serves as a long-range goal around which to rally your post's or club's program. A superactivity might be a trip to discover more about your post's or club's program interest, a long-term service project to help your community, an outdoor adventure trip, a training activity to become more proficient in your post's or club's program specialty, or even a visit to a foreign country.

A superactivity requires more than normal planning and preparation. The first step is to select a superactivity that all post or club members want to do. Then, make the decision: Commit to it. The money, equipment, leadership, and transportation seem less challenging once the commitment is made.

If your post or club is new, keep the superactivity simple so that it will be a success. Be sure to pick an activity that is within the capability of your post or club members.

The following considerations need to be a part of your planning.

- **Date.** Schedule your superactivity well in advance, preferably a year. This will allow post or club members to fit it into their personal and family plans. Be sure that your post or club committee, parents, and participating organization are aware of and approve of your plans.
- **Location.** Once you decide where the superactivity will be it is important to plan your travel. Make any necessary reservations well in advance. Be sure to find out whether any deposits are required. Get all confirmations in writing to ensure there aren't any hidden costs, rules, or surprises. Be mindful of cancellation penalties or fees associated with making changes. If using personal vehicles, check with the Advisor/Sponsor and local council for policies and procedures regarding transportation.
- **Adult leaders.** An adult male, 21 years of age or older, must accompany male Explorers. An adult female, 21 years of age or older, must accompany female Explorers.

At least two adult leaders must go on the activity.

Adult leaders, recruited by the Advisor/Sponsor, may be associate Advisors/Sponsors, post or club committee members, parents, or members of the post's or club's participating organization. Don't forget to arrange for consultants to help with the program for the superactivity.

- **Equipment.** Determine and list the equipment needed, the equipment the post or club must secure from other sources, and the equipment the members need to supply for themselves. Determining these equipment needs should be done well in advance so that post or club members have ample time to obtain the needed items.
- **Food.** Food is an important consideration. Determine and list where you plan to eat; who has responsibility for planning menus and purchasing and cooking the food; the equipment that will be needed; and how much it will cost. Be sure that the menus include nutritious foods.
- **Lodging.** Determine where you will stay and what members need to bring if your superactivity involves lodging. Look into staying at military bases, Scout camps, hostels, churches, and with other posts or clubs. Make definite plans, and obtain reservations well in advance.
- **Budget.** Determine how much your superactivity will cost, how you will pay, and whether you need to pursue any money-earning projects. Break down the cost per member, and determine how you will pay along the way. Consider using traveler's checks.

Health and Safety

If your superactivity involves physical activity, make plans to get post or club members in shape and have medical checkups by a physician. Include safety, first aid, learn-to-swim, and related subjects at post or club meetings. Plan a shakedown trip or cruise to familiarize everyone with procedures and equipment. Consider sunburn, proper foot care, altitude, first-aid supplies, and emergency procedures.

Insurance

Contact your local council service center to find out if your post or club is covered under the council's accident and sickness insurance policy. If not, you are able to purchase the coverage, at a minimal cost, through your local council service center. Be sure to take along the necessary forms and claim numbers.

Tour Information and Permits

Send a completed Learning for Life Tour and Activity Plan to your local Learning for Life office. Be sure all parent releases and permission slips are obtained. Secure a copy of Learning for Life publication *Tours and Expeditions*, which contains detailed planning help, Learning for Life policies, and recommendations for a safe and exciting trip.

Development of Plan

Carry out the seven steps for planning an individual activity, and be sure you have filled out an activity planner. Design a month-by-month plan to obtain the necessary equipment, funds, preparations, and promotion for your superactivity. Post or club members should be continually aware of and involved in the planning.

The post or club president and Advisor should recruit a member to be the activity chair and an activity committee sufficient to handle all the responsibilities. Involve associate Advisors, post or club committee members, and parents. The activity committee for your superactivity should meet regularly, and the activity chair should report on a monthly basis at your post or club officers' meetings and post or club meetings.

Communication and Publicity

Be sure those at home know your schedule and how to contact you in case of an emergency. In addition, be sure you have emergency telephone numbers of parents. Give the local news media information on your superactivity, stressing any unusual, exciting, or newsworthy activities. See whether they will publish a daily report by one of your post or club members, including photos and follow-up reports. (Don't wait until you get back; by then, your trip is no longer news.) Once you have made these contacts with the media, it is essential that you follow through on all commitments.

Occasionally, a newspaper, magazine, or television station will even send a reporter along on all or part of your trip. In case of an accident or emergency, contact your local Learning for Life office first, and follow its advice on dealing with the news media for this kind of situation.

You may want to consider handling your own media communications. Prior to and during the activity, take advantage of social media. Promote your activity via the post or club website, Facebook page, Instagram page, or Twitter feed. Post photos and participants' statements and/or invite members to do so on their own sites before, during, and after to promote the event and the post or club. Be sure to agree to clear dos and don'ts with your members for this. You want positive and quality promotion of your event and post or club.

Detailed planning, involvement of post or club members, good communication, and effective leadership are the keys to having the best possible superactivity experience.

How to Introduce a Speaker

The proper introduction of people presenting programs to the post or club is important. Explorers expect qualified speakers, and a proper introduction lends prestige and sets the tone of the meeting. Here are some suggestions:

- Before the introduction, contact the speaker or someone who knows him or her to get the correct name (and pronunciation), title, job and family background, education, professional memberships, honors, hobbies, and any special interests or abilities. Condense this information into a brief and appropriate introduction. Practice giving your introduction. Be sure to pronounce the speaker's name correctly.
- Be brief. You are the introducer; not the speaker.
- Avoid clichés or stilted phrases such as, "This speaker needs no introduction..." or "We are gathered here tonight..."
- Avoid jokes or being too familiar unless you know the speaker well.
- Include the subject of the speech, why this subject is of interest to the post or club, and why this speaker was chosen to present this subject.

- Give the speaker a sincere buildup, but don't embarrass him or her by overdoing it.
- Save the speaker's name until last. This usually is a signal for him or her to step forward. Pause before stating it, state it clearly, and raise your voice a bit. "I am pleased to present (short pause) ... Mr. Donald Smith."
- Thank the speaker after the presentation.

Sample Introduction

The following is an example of an introduction that incorporates some of the suggestions mentioned above:

"Careers in corporate law are of great interest to our Explorer post. Tonight we are honored to have a speaker whose experience and background will highlight these careers. After graduating from the Georgetown University School of Law, our speaker was assistant U.S. attorney for Ohio for three years before joining the legal staff of the General Foods Corporation. She belongs to the American Bar Association, Corporate Lawyers League, and United Fund board, and chairs our county legal aid society. She received the Governor's Medal for Juvenile Justice and was elected to the Georgetown University Outstanding Alumni. Currently, she is the director of General Foods' legal department, serves as counsel to the board of directors, and has extensive legal experience in copyright law, patents, and product liability. Leisure time is spent with her husband and sons restoring their Victorian home and skiing in Colorado.

"It is a pleasure to present . . . Jane Smith."

How to Lead a Discussion

A group discussion is a planned conversation between three to 10 people on a selected topic, with a trained discussion leader. The purpose is to express opinions and gain information on the topic and learn from the other group members. Group discussion is an effective way to:

- Share ideas and broaden viewpoints
- Stimulate interest in problems
- Help participants express their ideas

- Identify and explore a problem
- Create an informal atmosphere
- Get opinions from persons who hesitate to speak

Preparing for a Discussion

Preparation is important to the success of any event. A discussion is no different. The following things encourage a good discussion to happen:

- The preferred seating arrangement is a circle, semi-circle, U, or hollow square. All these formations allow everyone in the group to see one another.
- Make the room as comfortable as possible. Check the ventilation and lighting.
- Have paper and pencil ready to record main points.
- Start and end the discussion on time.
- Encourage informality and good humor. Permit friendly disagreement on the point under discussion, not among personalities.

Guidelines for a Discussion

If you participate in a discussion, the following guidelines will help you contribute effectively to the group:

- Be an active part of the group.
- Work to solve common problems.
- Discuss completely, but do not argue.
- Contribute ideas related to the subject of the discussion.
- Ask questions to clarify ideas.
- Be clear and brief.
- Listen and learn.
- Write down good ideas.

Leading a Discussion

If you lead a group discussion, the following guidelines will help you distinguish your role as the leader versus that of a participant:

- Help the group feel at ease. Make sure everyone knows each other.
- Give everyone a chance to talk. Let the person talking remain seated. More people will participate, and those talking will feel more at ease.
- Don't allow anyone to monopolize the discussion. Interrupt the "speech maker" tactfully, and lead the discussion to another person.
- Call on individuals who seem ready to talk rather than going around the circle.
- Direct rather than dominate the discussion by easing yourself into the background when the group gets into the swing of it.
- Be sure the discussion is of interest to all the participants.
- Keep the discussion on track. If it gets sidetracked, bring it back to the main subject by suggesting more important points that need to be covered in the time allotted.
- If you feel that some important point is being neglected, mention it.
- Summarize periodically. Stop occasionally to review the points that have been made.
- Stick to the time limit. If there isn't time to cover the subject sufficiently, mention this in your evaluation, and take action to correct this before the next group discussion.
- Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag or become boring.
- Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in the discussion.

How to Teach a Skill

This how-to section addresses two important issues: (1) how to teach, and (2) how to teach a particular skill. Let's start with talking about an approach to teaching, based on discovery and learning through experiences.

Teaching

Teaching is **not** primarily telling. It's helping other people learn. That means the focus is on the learners, not the teacher. Earlier in this guidebook, we said that people learn best through experiencing something themselves, so when you are striving to teach something, you are constantly trying to:

- Get into the shoes of the learners so that you can better understand where they are and what they need from you to learn the subject under study.
- Develop learning experiences in which the learners are trying to do something with the insights or skills involved.
- Help learners realize what they have learned to increase their comfort and confidence in using an insight or skill in actual situations.
- Appreciate that learners do not have one set, definite way of demonstrating that they understand or know something. Each learner is an individual.

Teaching a Skill

Teaching a skill is more objective and tangible in nature than, for example, trying to teach an insight. However, the focus is still on the learners; you are trying to help them gain this skill and be able to use it with a sense of comfort and confidence.

In Exploring, skills often come into play in an activity situation, so it's important that you know how to teach a skill. This is especially important for activity chairs and activity committee members. Teaching a skill involves five basic steps:

1. **Preparation.** The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so that the skill can be demonstrated, taught, and practiced. For demonstrating and teaching,

simulated or makeshift equipment is never adequate.

Preparation also means that you have carefully thought through how to teach this skill in a way that causes the learners to understand its usefulness and to gain the necessary experience to acquire the skill.

2. **Explanation.** The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; and (2) to describe the subject in a simple, complete, and tantalizing way. The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill. The learners should be able to sense your respect for the skill and the importance of being able to perform this skill.
3. **Demonstration.** This is where you actually show how to do the skill. You need to demonstrate each step slowly and clearly so that the learners can easily follow you and gain confidence in their own ability to acquire this skill.
4. **Practice.** This is the heart of teaching a skill to others. In this step, the learners try out the skill under your guidance and careful coaching. Learners should have enough opportunity to try the skill so that they feel comfortable and confident. You should be especially sensitive to the differences in how people learn. Some participants in this practice might be ready to go very quickly, while others will need to practice the skill more deliberately.
5. **Application.** This final step gives learners the chance to demonstrate this skill to someone else. They become the teacher. You are still there in the role of a coach to provide help when necessary. This last step should give learners the awareness that they are ready to use this skill in actual situations.

Time Balance in Teaching a Skill

The most important part of teaching a skill is having the participants practice it. Therefore, most of the time involved in teaching a skill should be devoted to practice.

The proper time balance:

- Explanation (hearing): 10 percent of the time
- Demonstration (seeing): 25 percent of the time
- Practice (doing): 65 percent of the time

Tips on Teaching a Skill

The following tips will help you teach a skill effectively.

As you read each item in this list, try to visualize yourself using this tip when you are actually teaching a skill.

- Be able to perform the skill well yourself.
- Review your own experience in learning it, and work out a series of steps for teaching it.
- Keep the instruction personal by working with an individual or small group and letting them teach others in this small group.
- Size up your audience's abilities and personality traits, and consider how the abilities and personalities affect your teaching of the skill.
- If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
- Don't interfere when learners try to do the task on their own. Don't interrupt their efforts unless they bog down or go off on the wrong track.
- Let the learners make mistakes if this will help them learn. Simply point out mistakes tactfully.
- Never make corrections sarcastically or for the benefit of onlookers.
- Encourage the learners by making remarks on their progress, pointing out the completion of each step, and remarking on the steps they have done well.
- Urge them to practice and to teach someone else.

How to Use Parliamentary Procedure

This short section about parliamentary procedure is not to be considered a complete set of rules to cover all possible questions that might arise. It is to be used as a guide to cover the points most often encountered. For a more detailed set of rules, we recommend *Robert's Rules of Order, Revised*, and *The Standard Code of Parliamentary Procedure* by Alice Sturgis.

Making a Motion

Obtain the floor as follows: Address the president by saying, "Mr. President" or "Madam President," and then wait to be recognized before presenting a motion. State the motion carefully. This usually is done by saying, "I move that . . ." or "I move the adoption of the following resolution." The motion must be seconded. A motion cannot be discussed unless it is seconded; also, unless it receives a second, it is lost. Any eligible voter other than the one making the motion may second it. That person simply says, "I second the motion."

The chairperson must repeat the motion in full and call for any discussion. The motion is then open for discussion. This is done by members of the group who obtain the floor by addressing the chair and being recognized by the chair. The person who made the motion is usually given the opportunity to open and close the discussion.

After the discussion, the vote is taken in one of the following ways: (1) acclamation, (2) standing or raising the hand, (3) roll call, or (4) ballot.

Amending a Motion

An amendment to a motion is really a new motion made to change or modify the previous motion that is under consideration. An amendment may consist of any of these four elements:

- Add or insert a certain word, words, or sentence to the motion under consideration.
- Strike a certain word, words, or sentence from the motion.
- Substitute another motion for the one being considered.

- Substitute words to replace wording under consideration.

An amendment, like the principle motion, must be seconded. It is also debatable and may again be amended. The proper form for making an amendment is: "I move to amend the motion to read . . ." or "I move to amend the motion."

The amendment to a motion, if seconded, must be voted upon before the original motion. If the amendment to the motion is carried, the original motion must be voted as amended.

Point of Order

A point of order may be raised by a member whenever an unparliamentary or disorderly procedure has been made. This may be done without recognition by the chair. If a person is speaking when a point of order is raised, then that person must stop speaking. The chair decides whether the point was well made. The decision of the chair may be appealed in the same manner as a point raised, except that it requires a second and is debatable. An appeal may be made by any member of the assembly and decided by a vote of the assembly. Business is resumed where it broke off, with any changes needed.

How to Generate Publicity

Publicity is the communication that a post or club produces or attempts to get in connection with an event or activity. Publicity can be in the form of a talk, special event, dinner, demonstration, exhibit, interview, conference, news story, feature story, or photo essay. The list is limited only by each post's or club's imagination and industriousness.

Using News Releases to Gain Publicity

News releases from organizations, business firms, and public relations agencies are a vital part of any newspaper. The goal of an Explorer post or club is to develop a news release that gains the attention of the editor for that section in a newspaper. Keep in mind that an editor wants news that is a timely, informative, unusual, interesting, or entertaining summary of something not seen or heard. It may have the element of conflict; report on progress or change; provide human interest; or be unusual, offbeat, informative, amusing, or helpful.

Editors judge news on the following points:

- **Timeliness**—Nothing is more dead or less interesting than yesterday's news or events. Exploring events should be reported promptly.
- **Proximity**—Is an event or news item close to home? Does it have a local frame of reference? Can an Exploring event in another part of the country be tied in with the activities of a local post or club?
- **Importance**—Is the event or news item of some importance or benefit to the community?
- **Prominence**—Are prominent people in the community involved in any way? The involvement of a prominent person will more readily catch the reader's attention.

Writing News Releases

Every news release must be written to answer the essential questions of a news item, commonly called the "five W's plus one":

- Who will do it?
- What will they do?
- When will they do it?
- Where will they do it?
- Why will they do it?
- How will they do it?

The structure of the news release is important. It must be written so that the reader has the essential information at the outset. The lead, usually the first paragraph or two, should summarize the five W's to give the reader an overview. The subsequent paragraphs will specifically answer all six questions. Details should be given in descending order of importance. Information that is useful but not essential should be at the end of the release. Editors often cut from the bottom up, and this information likely will be the first to go.

The following rules should be observed in any news release: Be accurate, factual, brief, informative, and objective. Use active words. Mention the subject first.

Be specific. Avoid repetition. News releases should be typewritten or computer printed on 8 1/2 x 11 inch paper, centered and double-spaced. The top of the page should include a title, contact name, and telephone number. The post or club number and participating organization are also needed. Do not use the reverse side of the page, but continue to another sheet of paper. Here are a few examples of news releases that an Explorer post or club might use:

News Release Sample 1: Election of Officers

Members of (participating organization) Explorer Post (number) elected officers for the coming year at their meeting (date) at (place). Newly elected officers are (list names, ages, schools attended, and offices). Post (number) is part of the national Exploring program, a career education program and an affiliate of the Boy Scouts of America. The Exploring program is open to all young men and women, ages 14 through 20 or in sixth through eighth grade, who are interested in (post specialty).

During the (date) meeting, post members also (give summary of other actions taken, activities planned, or invitations to membership).

News Release Sample 2: Special Post Trip

(Location) is the destination of (number) members of (participating organization) Explorer Post (number). The local Explorers will be in (location) from (date) through (date).

Making the trip will be (give names, ages, and schools attended). They will be accompanied by (give names of accompanying adults and titles). While in (location), the Explorers will (give general itinerary of trip, historic sites to be visited, and other activities planned).

The trip is planned as one of the post's special activities for this year. Post (number) is part of the (name) Council, Boy Scouts of America, and is made up of young men and women, ages 14 through 20, who are interested in (post specialty).

News Release Sample 3: Parents' Night

Parents of members in Explorer Club (number) have been invited to attend the club's meeting, (day and time), at (place). Parents have been invited to attend the (month, date) meeting to observe the workings of the club and become familiar with the club's special-interest activities. Club (number) is made up of young men and women, ages 10 through 14, who are interested in (club specialty). The club is part of the national Learning for Life character and career education program, an affiliate of the Boy Scouts of America. At (day's) meeting, (give summary of guest speaker scheduled or other planned activity or event).

News Release Sample 4: Explorer Open House

Young men and women, ages 14 through 20 or sixth through eighth grade, who are interested in (post specialty) are invited to attend (participating organization) Explorer Post (number's) open house program (day, place, and time). The purpose of the open house is to encourage high school-age young people to participate in the program developed by the post. Exploring is an affiliate of the Boy Scouts of America. Potential members are being contacted as a result of a career interest survey administered in local high schools through the (name) Council, Boy Scouts of America. These survey forms pinpointed specific career choices of high school students. At (date) meeting, (give summary of scheduled activities). Representatives of (participating organization) attending the meeting will be (give names and positions held).

News Release Sample 5: Social Activity

A (social activity) will highlight the (month) program of Explorer Post (number). The (activity) will be held (date, time, and place). Post (number) is sponsored by (participating organization) and is part of the (name) Council, Boy Scouts of America. Post (number) is made up of young men and women, ages 14 through 20 or sixth through eighth grade, who are interested in (post specialty). Highlights of the (activity) will be (give summary of planned activity, listing important events, reasons for holding the activity, and invited guests). Representing (participating organization) will be (names and titles) who wholeheartedly support career education in (community name).

News Release Sample 6: Service Project

(Participating organization's) Explorer Club (number) will hold (service project) on (day and time) at (place). The purpose of the (service project) is (Give specific reasons for project.)

Explorer Club (number) is made up of young men and women, ages 10 through 14, who are interested in (club specialty). Club (number) is part of the (name) Council. (Give schedule of activities planned in connection with the service project.)

Radio and Television as Sources for Publicity

Local radio and television stations are another source for placing news items and stories. As with newspapers, it is important to know the media and the types of stories in which they might be interested. The following suggestions are helpful in trying to place stories.

- **Make contacts.** Staff members of radio and television stations are usually too busy to spend time with someone who drops in with vague ideas. Come prepared with written proposals or ideas. Know whom you want to see, and call in advance for an appointment. Possible contacts include:
 - News director or assignment editor. Present ideas for straight news coverage of an event, an unusual feature, a humorous story, or a documentary program.
 - Program director. Get ideas on local programs and how an Exploring story might be included.
 - Public service director. Find out how to place an announcement or a story: The public service director is responsible for balancing the competing demands for free air time.
- **Draft proposals.** Before trying to promote an idea or a story to a station, watch or listen to the target program on a regular basis. Become familiar with the type of program it is and with the style of materials presented. Write a specific proposal for a program or for program participation.

- **Get professional help.** Seek professional help in producing radio and television programs. A professionally trained voice and professional recording equipment will make an effective presentation. Television presents its own specific requirements:
 - Develop graphics that are not lost on screen. Television cuts off about 15 percent of the edges of a color slide, so copy and graphics must fit.
 - Write copy that “sells.” Ten words is about all that can be included on a slide.
 - Check color quality. Make certain the colors are defined. Washed-out color is not acceptable.
- **Evaluate news subjects.** News directors have an abundance of news assignments, so an Exploring event must have widespread interest to merit coverage. Short features, humorous stories, or presentations of useful information are more likely to be used.
- **Consider the production of programs.** Some posts or clubs might have their own show, but more likely, a post will have a segment on an existing program such as a talk show, sports program, or community activities program. Whatever the case, these points are important to remember if you make a presentation on television:
 - Check with the producer in advance. Determine what materials are needed: audiotapes, still photos, color slides, or film.
 - Make suggestions as to the types of questions an interviewer might ask.
 - Avoid simple yes or no answers. Be prepared to respond fully, but do not ramble. Get in the most important points first.
 - Check clothing. This is important for television. Avoid bright, flashy colors or sparkling jewelry. Wear appropriate clothing: Look your best.

Advertising as a Means of Publicity

Advertising, both in print and for electronic media, is an effective means of communication for an Explorer post or club, but it is important that materials be professionally produced. For a post's or club's advertising to be effective, some professional assistance is advised. Almost anyone can write a classified ad, but developing successful advertising for print and broadcasting calls for expert help in design, layout, writing, production, and media selection.

Seek the assistance of potential volunteers such as local advertising agencies, advertising departments of commercial organizations (manufacturers, department stores), university instructors, and advertising clubs. Freelance artists, photographers, illustrators, and copywriters also might be willing to help. Use the talents of retired people.

Preparation is essential. Before seeking professional help, do the following:

- **Determine your target audience.** Which group or groups within the community are you trying to reach with the message? This needs to be determined before any other action is taken.
- **Determine the purpose of the advertisement.** What action do you want your audience to take? Do you want young people to join an Exploring post? Are you seeking members of the community to serve on a special post committee?
- **Determine how to match the purpose of the ad with the needs of your target audience.** What appeals or messages can be used to meet the needs of your target audience? How can the programs and activities of the post or club be tied in with the needs of an organization within the community?

After making these determinations, research the circulation or audience of the newspapers, magazines, or broadcast stations that are being considered for placement of an ad. Research might indicate that their respective readers or listeners do not represent the group the post wants to reach with its message.

Two Categories of Advertising

Advertising for the post can be broken down into two basic categories: public service advertising and public service announcements. Public service advertising refers to ads placed in newspapers or magazines, while public service announcements refer to announcements made on radio and television. Each form has its own requirements.

Category 1: Public Service Advertising

All print ads, ads placed in newspapers or magazines, contain the same elements:

- **Headline.** The headline attracts attention and involves the reader by promising a benefit, filling a need, providing news or information, or satisfying a want. (Example: **You can explore tomorrow today!**)
- **Text or copy.** The copy continues the information in the headline by explaining how the service or product can benefit the reader, or how Exploring meets the needs of a potential participant or participating organization.
- **Illustration.** Use a photo, artist's conception, line drawing, or other art to demonstrate the idea, show benefits, or appeal to wants and needs. Exploring ads are people ads, so use photos. A good photo with an appealing headline might be all that is needed.
- **Command.** Advertising should motivate the reader to take some action, so the urgency to do something must be there. As a result of the ad, the reader should be motivated to call, write, phone, join, support, or mail in a coupon.
- **Layout.** The message must stand out, so the layout must be pleasing to the eye and easily understood.

Category 2: Public Service Announcements

Public service announcements (PSAs) are also called spots. By either name, they are great for informing listeners about a post's or club's programs and activities. Because public service time is made available at no cost, any announcement about post or club activities likely will be included in a listing of various community events. A short, concise announcement that gives the

viewer or listener all the pertinent information is most likely to be used on the air. Special post or club activities may also afford opportunities for submitting public service announcements.

It is important to be as concise as possible. The following format is useful in preparing a PSA:

- **Opener.** The first line must act as an intriguing headline, one that will catch the attention of the listener. Attention-getters include a challenging question, a statement of fact, a promise of some benefit, a contrast of two ideas or products, or a quotation from a prominent person.
- **Message.** The message must "sell" the product or idea. An Exploring spot can ask for support, stimulate recruiting, announce an event, invite the public, or provide information.
- **Command.** The spot must motivate the listener to take action.

Public service announcements can vary in length. They are 10, 15, 20, 30, or 60 seconds in length. The 30-second spot is the most common. Typewritten copy can be delivered to the station to be read by a staff announcer, or it can be recorded in advance and delivered to the station on audiotape or cassette. If this course is taken, professional announcers and technicians should be used to ensure good quality. Typed copy should be on a standard 8 ½ x 11 inch page, in a form similar to that used for news releases. The following examples of public service announcements indicate the format to be used:

PSA Sample 1: Membership Recruiting

Who has fun trying out new careers? The Explorers, that's who. You may join if you are interested in (post specialty) and if you are of high school age and under 21. (Participating organization) Explorer Post (number) gives young men and women the chance to learn about opportunities in (post specialty). Phone (number) for information about this program. That's (phone number) for Exploring. (30 seconds)

PSA Sample 2: Post Advisors and Volunteers

Young men and women in this community want to learn about (post specialty), but they need Advisors. If you are a (profession or job description), you can help form an Explorer post. Call (phone number) for details. (15 seconds)

PSA Sample 3: Special Event

Waterskiing season is almost here, and if you'd like to see a demonstration, come to (location) this (day and time). Explorer Post (number) will show you how to ski, exhibit new equipment, and conduct a safety clinic. That's this (day) at (time) at (location) for a waterskiing demonstration by Explorer Post (number). (20 seconds)

PSA Sample 4: Parents' Night

Parents of young men and women in Explorer Club (number) are invited to attend the club's meeting (day, place, and time). Parents are invited to attend the meeting to observe the operation of the club and to find out more about the programs and activities that are planned. That's Explorer Club (number), hosting parents' night (day, place, and time). (20 seconds)

PSA Sample 5: Explorer Open House

Young men and women, ages 14 through 20 or in sixth through eighth grade, who are interested in (post specialty) are invited to attend the meeting of Explorer Post (number) at (time, day, and place). The Exploring program of Post (number) is offered to high school-age young people by (participating organization). For more information about this meeting, phone (number). Take advantage of this opportunity to learn more about Exploring and opportunities in (post specialty).

PSA Sample 6: Service Project

Members of (participating organization) Explorer Post (number) are (service project) on (day and time) at (place). Phone (number) for further information. (10 seconds)

Photo Publicity

Editors generally like photos of youth events because they rate high in readership studies. People of all ages enjoy seeing young people in print. If an event is newsworthy, the local paper might send out a photographer. However, newspaper staff photographers usually are busy with coverage of general news assignments. Therefore, an editor might be grateful for a good picture of a post event that can be used. Although it is not necessary to use the same equipment a professional photographer might use, it is important to have a camera that will give a sharp, news-quality print. A high-resolution digital camera works best. Exploring photo opportunities include:

- **Spot news**—Get a picture of an unplanned happening.
- **Feature photo**—Cover a planned event or situation, usually arranged in advance.
- **Capture a mood or an emotion.**
- **Record photo**—Identify people, places, and things.
- **Photo story or essay**—Submit a series of photos on a central theme or subject.

It is essential that photos of post events show Explorers wearing the post uniform or other identifying clothing. Otherwise, nothing in the photo will distinguish the activity as an Exploring event.

An editor decides whether and where a photo is to be used. A number of factors influence this decision:

- **Technical quality**—The photo should be sharp, in focus, and precisely developed, with a good balance between black and white areas.
- **Composition**—Emphasis should be on one idea or subject, with proper lighting and an uncluttered background. Unwanted areas should be cropped out. Move in close to the subject. An average distance of five or six feet is best.
- **News value**—The photo should inform, interest, or entertain a majority of the readers.
- **Subject**—The subject should be prominently positioned.
- **Action**—The photo should show or imply physical action.

- **Good taste**—The photo should conform to ethical and moral standards of propriety for the public.
- **Freedom from clichés**—Avoid photos of hand shaking, crowd scenes, subjects staring at the camera, subjects looking at a piece of paper or pointing, ceremonial groundbreakings, and ribbon cuttings.

Photo Essay

A photo essay is a great device for gaining publicity. A photo essay is a planned and organized sequence of photos telling a story of an event, personality, or single subject or idea. Emphasis can be placed on words, with photos used to illustrate the text, or the pictures can tell the story with few words accompanying them. Many types of photo essays exist. The following list provides some examples.

- **Theme**—Photos are arranged in a logical sequence to present a theme, such as an Explorer post traffic safety demonstration.
- **Repetition**—A person, idea, or object is shown in a series of steps. One person or idea is best. An example of this type of essay would be an Explorer riding along with a deputy sheriff.
- **Chronology**—A series of photos can be based on time alone, with no narrative or story line, such as photos of a post social event.
- **Narrative**—A story line series consists of a beginning, some elements of suspense, and a conclusion. An example would be a post exploring the inner depths of a cave.
- **Contrast**—Contrasting photos are used mainly in instructive photo essays, such as how to and how not to put out a fire.
- **How-to**—A how-to photo essay presents the series of steps for doing something, such as waterskiing.

To avoid wasting time, plan a photo essay in advance. Shoot the photos from a sequence known as a “shooting script.” Make a penciled layout, and take it and the photos to one of the newspaper’s editors for the best advice on how to proceed.

Using Social Media to Generate Publicity

Of all the many ways to reach people in today’s world, there is no more useful tool than the Internet. Social media has transformed how people interact. It has above all else enabled young adults—your peers—to communicate to the world and each other in a way that is unprecedented in human history. And it’s free!

There is an entire industry built around the effective use of social media for public relations, marketing, and promotions. As well as the knowledge you or your peers may already possess, there are Web articles, books, and professionals that can be helpful with organizing your online presence and social media publications. Consider seeking out a consultant (adult volunteer) for your social media efforts.

Make sure you employ the same considerations for your social media as you do for radio, television, and exhibits.

- **Theme**—Your social media presence should have a central message, not random comments or personal thoughts.
- **Impact**—Craft your content, messages, and posts to make viewers want to return to your site or friend or follow you. Keep it positive and related to what your post or club is all about.
- **Identification**—The social media presence should reflect your post’s or club’s emphasis or focus. It is never used to reflect personal or political points of view, especially when they do not reflect the opinions of all of your members. Use images, symbols, language, and hashtags that highlight what your program is all about. Be sure to confirm that the images you post are not copyrighted or prohibited.
- **Security**—Protect access to your social media accounts and limit who can post. Assign responsibility for social media to a person or small committee. Consider whether you want a particular post to be open to comments. If you post a YouTube video, do you want viewers to comment? Those comments will be read by everyone.

- **Photos**—“A picture is worth a thousand words” is a cliché that still holds true. Be sure to upload pictures from meetings, activities, trips, and anything else that demonstrates the excitement and value of your post or club. Keep it positive.
- **Professional assistance**—Businesses pay thousands of dollars to get just the right depiction of their company out to the world through social media. Recruit a consultant (adult volunteer) with experience or expertise with social media promotions. You may learn a lot and produce great content.

It is important for people in the community to see young men and women wearing some form of Explorer identification, such as a post or club T-shirt or uniform. Otherwise, a vital recognition of the post or club as an Exploring program may be lost.

How to Conduct a Post or Club Parents' Night

One of the most successful programs developed by posts or clubs is an annual post or club parents' night held in February or March. This is a good opportunity to “show off” posts or clubs to the parents of Explorers, many of whom might not know much about Exploring.

Objectives

The objectives for a parents' night include the following:

- To give Explorers a chance to show their parents what they have done in the post or club
- To recognize the post's or club's participating organization for its time, expense, and workforce
- To inform parents about Exploring and involve them in future program planning
- To give parents the opportunity to support the continuing success of Exploring by their financial support of the council

Promotion Ideas

Make every effort to get all the parents of active Explorers to attend. Ideas that posts or clubs have used include formal invitations sent to parents, personal letters from the Advisor/Sponsor or participating organization, telephone committees, and good salesmanship by Explorers in urging their parents to come.

Program Planning

The post or club committee, Advisor/Sponsor, and officers select a suitable date during February or March. The key leadership of the participating organization should be involved in planning the program. Make every effort to show the best that the participating organization and post or club have available—displays, slides, tours, and demonstrations.

The program should be carefully reviewed with post or club members and committee members. Get everyone involved. Invite the top executive of the participating organization. Most executives will be delighted to tell parents about their post or club. Ask a member of the council Exploring committee to explain the relationship between the participating organization and Learning for Life.

How to Recruit New Members

Some posts or clubs have waiting lists and don't have to worry about recruiting new members. However, the majority of posts or clubs must make regular efforts to find and recruit new members. The following methods may help:

- **Career interest survey**—Many councils conduct a career interest survey of high school students. The names and addresses of those in your post's or club's program area should be available. The head of your participating organization or post or club president should write a personal letter to each, inviting them to an open house or other special post or club function. Sample letters of invitation are included in this guidebook. A typical response rate is one out of four because those on your survey might have moved, changed interests, or are unable to attend. Follow up with a reminder phone call just before the meeting.

An alternative to the survey is to contact nearby high schools to see whether the counselor has names of students who might be interested in your post or club specialty, especially if yours is a career post or club. The counselor might be willing to give you the names, distribute letters of invitation, or even arrange a meeting after school for those who might be interested.

- **Publicity or promotion**—Many posts or clubs place meeting notices or posters in schools, churches, or young adult centers. Radio and newspaper publicity could feature your post or club and invite those interested to attend an open house. High-adventure posts or clubs put up notices in ski or outdoor equipment stores; sports posts or clubs place notices in gyms; and other special interest posts or clubs distribute information in similarly appropriate locations.
- **Social media**—Have current members and Advisors promote and post through social media sites to their friends and associates. You can make a YouTube video or share a hashtag to build interest and attract prospective members.
- **Personal contact**—Ask each post or club member to list three to five prospective members on cards. The administrative vice president sorts the cards and eliminates duplication. The names are reviewed at a post or club meeting, and those who know the people best are assigned to invite them to a meeting. Don't assign more than three prospects to a post or club member. Set a target date for the contacts to be completed, with regular reports on progress.

Recruiting Tips

When prospective members visit your post or club, make them feel welcome. See to it that post or club members circulate among the prospects and encourage them to join. Get names, addresses, and phone numbers. Call them right after the meeting and invite them to the next meeting. Keep careful track of who came, and be sure they know you want them to join and when your next meeting takes place. Avoid any jokes about initiations or voting on new members, because this might turn off prospects. The Advisor or associate Advisor might call the prospect's parents to tell them about the post or club and to encourage their son or daughter to join. Recruiting new members

should be an ongoing process. Most posts or clubs experience a turnover in membership. Members move, get jobs, or graduate and are unable to continue in your post or club. Watch your attendance, contact members who miss two or three meetings, and continually encourage post or club members to look for and invite prospects.

How to Use Charts and Posters

Charts and posters can be used effectively in a post or club. The goals of Exploring or the desired outcomes of a particular activity could be listed on a chart or poster.

Presentations and officer reports may also make use of posters or charts. In particular, charts and posters are used to:

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview
- Add variety to discussions
- Promote speed learning
- Increase retention

Making a Flip Chart

Excellent flip chart pads are available commercially, or you can make your own with a tablet of newsprint, an artist's pad, or sheets of construction paper, newsprint, or brown wrapping paper. If the paper is not in pad form, reinforce the top of the sheets with a double fold of paper or cardboard. Staple sheets together, or fasten with lightweight bolts and thumbscrews. If the flip chart is not self-supporting, tie it to the top of a stand, an easel, or a movable chalkboard. You can improvise a stand, by using the back of a chair or an upended table.

Suggestions for Effective Flip Charts

- First, write out your flip chart in miniature. It's a good idea to write out the flip chart in miniature form while you are planning it. Changes or corrections can easily

be made before you make the actual chart. Organize your papers as follows:

- Designate the first page as the title page.
 - Define the subject on the second page.
 - Use the following pages to explain the subject.
 - Demonstrate that your explanation is sound.
 - Summarize and ask for action on the last page.
- Use large lettering that can easily be seen. The following tips can help you make your lettering attractive and legible:
 - Use wide-tip marking pens.
 - Use plastic stick-on letters.
 - Use lettering patterns or stencils to trace letters.
 - Emphasize or underline keywords.
 - Use colored marking pencil watercolors, art markers, or highlighting markers to emphasize key points.
 - Use one idea per page.
 - Don't crowd too much on any page.
 - Prepare a cue sheet.

To create a cue sheet, duplicate in miniature on the back of the preceding page what the audience is seeing. Then, you can stand slightly behind the flip chart, face the audience, and explain what the audience sees.

Other Types of Charts

Besides flip charts, there are other kinds of charts you might find useful:

- **Pinboard chart**—Word strips or sentence strips rest on pins stuck in a pinup board.
- **Sentence holder chart**—Word strips rest in a shallow pocket made from cardboard and fastened to a board.

- **Folded word chart**—Word strips are folded in the center and then opened during the presentation.
- **Strip chart**—Strips of paper are used to hide the points until time to show them.

Making Posters

You don't have to be a sign painter or an artist to make good posters. Follow these simple rules, and your posters will carry a terrific punch:

- Select the main idea. Jot down a few simple words that explain it.
- Decide on the desired effect—funny, dramatic, serious, or factual.
- Try different ideas. Brainstorm at least five ideas, and put them down on scratch paper.
- Use attractive and legible lettering.
- Block out the chart using lightly penciled guidelines.
- Use plain, block letters. Make them a little taller than they are wide. If you want to improve on your handwriting, use plastic stick-on letters or pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
- Don't squeeze the letters together or place them too far apart.
- Avoid fancy or difficult-to-read lettering.
- Incorporate color and illustrations.
 - Color adds interest to posters. Use colored ink or poster paint to fill in letters.
 - Select colors that contrast sharply with the background color.
 - Cut out or trace pictures from magazines.
 - Make the main idea the largest and brightest.
 - Use white space effectively.

How to Make a Speech or Presentation

When called upon to make a speech, consider the following suggestions to help make your speech more interesting, worthwhile, and fun for both you and your audience.

- Prepare.
 - Find out about your target audience. Consider their interests, their ages, their needs, and anything else about them that will help you connect with them.
 - Write down the purpose of the speech (or review the learning objectives), and decide on the ideas that should be covered.
 - Research the subject, taking brief notes.
 - Talk with others who know the subject, and make notes of their ideas.
 - Outline your speech, including only the most important points. Put them into a logical sequence.
- Practice.
 - Rehearse your speech until you have it well in mind. Some presenters like to use a tape recorder so that they can hear themselves.
 - Write in your notes the time allotted to major points. This will help you stay within the time limits.
 - Put your outline in final form so that it will not be cluttered with discarded ideas.
 - Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word for word.
 - When you are well prepared, you will feel more at ease during the speech. Also, it helps to take a few deep breaths before you begin.
- Personalize.
 - Make each person feel that you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience, and direct your remarks to that person for the first few minutes.
- Watch the group's reaction as you go. Stay close to their interests.
- Use thought-provoking questions. This will help stimulate everyone's thinking. It also will help you get feedback from participants, which will tell you whether they understand what you are saying.
- Demonstrate.
 - Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk.
 - Training aids help make your speech more interesting and reinforce the learning process.
 - Balance what you say with what you show. Don't let the visual aid be so elaborate that it is distracting.
 - Show the equipment and materials needed to do what you are talking about.
 - Show literature resources on the subject.
 - Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps to re-engage the audience.
- Pace yourself.
 - Stay within the time limit.
 - Stay on the subject; don't get sidetracked.
- Summarize.
 - Restate the main idea or problem, its importance, and the major points you have made.
 - Give your listeners a chance to ask questions either during or after the speech.

Youth Section Six: Leadership Checkup

In this leadership reflection section, you will have an opportunity to think about and check on your growth and development as an officer. Because one of the responsibilities of the post or club president is to “assess on an ongoing basis whether the responsibilities of the officers are being carried out effectively,” the president should ensure that the checkup becomes an integral part of officer training. Take this checkup on a regular basis, at least every three months. In addition, it’s a good idea to have the members of your post or club take this checkup as well, so that you have a comparison of how they feel and how you feel.

During this checkup, be sure that you:

- Are honest with yourself and one another
- Give yourself credit for your growth and development
- Consider your own growth as an individual officer and the growth of your youth leadership team as a whole
- Are as specific as possible

What happens in this checkup is helpful to each officer because you get a better feeling for your strengths and what you’ve accomplished as an individual officer and as a youth leadership team. You’ll not only have a chance to look back, you’ll also have the opportunity to see what you would like to work on and accomplish in the next three months. You will find that accomplishing specific goals is motivating: It spurs you on to want to accomplish other specific goals.

Checkpoint Points

First complete the following individually, and second, discuss your responses as a group. It is important that you think through and answer these questions on your own before discussing your responses with one another.

1. Describe specific areas of growth. Growth refers to anything you’ve learned or gotten better at, such as making presentations, listening to others, being on time, doing the little things you used to avoid, letting others lead, encouraging others, or taking the lead where once you might have held back. Think of anything that shows some kind of growth. Describe areas in which you personally have grown:
2. Rate your youth leadership team on the following scales in terms of how you feel you have worked to achieve the goals of Exploring and carried out your individual responsibilities.

Goal 1: Gain practical experience in the career or special interest of the post or club.

Goal 2: Engage in a program of activities centered on the five emphasis areas to encourage an understanding of and the development of the whole person.

Goal 3: Experience positive leadership from adult and youth leaders and have opportunities to take on leadership roles.

Goal 4: Have a chance to learn and grow in a supportive, caring, and fun environment.

3. Explain the ratings you gave in the previous question.

4. Describe specific moments of leadership that you've taken notice of since the previous checkup. Describe actual experiences you were a part of or observed.

First, in regard to yourself; second, in respect to any of the other officers; and third, in respect to post or club members:

In your group discussion, share your examples where you saw other officers or members demonstrate special moments of leadership. Keep the examples about yourself to yourself, and see whether anyone else noticed these examples in regard to you. If they didn't, that doesn't take away from the significance of those experiences for you. In addition, see whether you are surprised by any examples that others observed about you, that you missed or didn't think were important.

5. Set goals based on these questions and needed areas of improvement. Think about your responsibilities as an individual officer and the four goals of Exploring. What do you think are realistic goals for yourself and for your leadership team?

First, in regard to yourself; second, in regard to your leadership team as a whole:

In the discussion following this checkup, try to come to a consensus about the specific areas of growth for you as a youth leadership team, and talk about specific ways to achieve this needed growth.

Youth Section Seven: Exploring Officers Association (EOA)

The Exploring Officers Association, or the EOA, starts with a gathering of all Explorer post presidents in a local council. (Club youth presidents are not members of the Exploring Officers Association. However, their experience as a leader in their club will play an important role in preparing them for a leadership position in a post.) At this gathering, EOA officers are elected, bylaws for the association are drafted, and planning is started for future meetings, activities, and conferences.

The basic purposes of the EOA include:

1. To provide each president additional leadership training and program ideas so he or she can be a more effective leader.
2. To provide planning and promotion of activities and conferences that allow all Explorers in the council to share ideas, plan councilwide activities, and improve their post program.
3. To provide Explorers a representative voice in the program and policies of Exploring, sharing leadership responsibilities with adult advisors.
4. To provide program assistance and counsel to posts needing help.

The EOA is organized and operated by presidents with the support of their local council's volunteer and staff advisors. The EOA gives Explorers the opportunity to share in the growth and success of Exploring. Each EOA represents the interests and needs of Explorers to their local council. It also enables the local council to have an effective means to communicate with and support posts.

The members of the EOA are all the Explorer post presidents, elected by their posts and currently registered in the council. All are automatically voting EOA members, even if they choose not to participate.

The EOA's two adult advisors are a volunteer advisor recruited by the council Exploring committee and a staff

member appointed by the council executive. Their role is to train, advise, and support the officers elected by the EOA and coordinate plans and policies with the council.

Most EOAs are encouraged to meet quarterly. Officers must be under the age of 21 during the term of office and are elected for one-year terms unless the EOA determines other procedures. The EOA plays a key role in the continuing expansion of Exploring across America.

The Responsibilities of the Exploring Officers Association

The structure, meetings, elections, and bylaws of an EOA vary from council to council to provide flexibility in organizing so that the best possible communication and support can be given each post or club. Regardless of structure, all EOAs have the following specific responsibilities within their councils:

1. Represent all Explorers to the council through the EOA chairman and by effective promotion of elections, planning meetings, and conference.
2. Help posts reorganize when requested by consulting with post officers to help them solve membership or program problems.
3. Plan and conduct councilwide Exploring program conferences to bring together post officers and advisors for program planning, idea sharing, and leadership training.
4. Work with the council Exploring committee to organize activities for all Explorers.
5. Promote Exploring activities, conferences, and programs among post leaders.
6. Assist the council Exploring marketing team in providing publicity and promotion about Exploring.
7. Publish a regular newsletter to inform posts about activities, meetings, and projects.
8. Provide Explorer instructors for Exploring activity workshops and other training scheduled by the council.

9. Maintain an up-to-date roster of all post presidents in the council.

10. Organize a telephone network to provide effective communication to all posts.

As the EOA organizes and grows, care must be given that the glamour and excitement of council, area, regional, and national structures and programs do not overshadow the association's basic purpose: **to improve the leadership and program of all posts and clubs in the council.**

Local EOAs should also consider how or if they will interact with the local Venturing Officers Association. While it is certainly not required, it could be a good fit since both programs serve the same age group.

Why Should Post Presidents Participate in the EOA?

Presidents are elected by their posts to provide the leadership and planning necessary to a program of interest to members. These top youth leaders are vital to the success of their post. A great deal of time and dedication is required. The EOA has to support these efforts and provide training in leadership skills, program planning, and organizational techniques. If the EOA is oriented toward serving posts, then the participation of presidents should grow.

The adult Advisor has to understand and support the EOA's purpose and program. He or she must see the EOA as strengthening the post leadership and not detracting from the fundamental purpose of an Exploring-quality post program. EOA leaders must recognize that the Advisor's main interest is his or her post program, and the members of these posts elect their president to lead their program, not to become involved in any council meetings and activities that do not directly benefit the post.

Exploring is a flexible, grassroots organization with an incredible variety of post and club programs. Almost as varied are the reasons why young adults join. Nowhere does it say that presidents must belong to their EOA. Rather, they have to be sold on what the EOA is going to do for them. A number of posts have excellent leadership

and an involved program that simply may not allow time for the EOA and council activities. The majority of posts do need the training and program help that the EOA offers.

Careful planning, effective communication, attention to purpose, and the desire to serve will guarantee the success of any EOA.

How the Exploring Officers Association Fits Into the Council

Local councils are chartered by the National Council, Boy Scouts of America, to deliver the Learning for Life and Exploring programs within a geographic area. Local councils are governed by their charter and bylaws but are independent organizations with their own board, budget, properties, and staff. Local councils are operated by volunteer executive boards that are made up of community leaders elected annually by representatives of each organization chartering posts and clubs.

The Scout executive/CEO, council president, and executive board determine the plans, programs, and budget of the council. Other staff members are hired, one of whom is assigned to Exploring.

The council creates a structure of geographic districts and volunteer committees to bring Exploring to youth. Each district has a professional staff member. Many councils organize an Exploring division with one or more staff members assigned as Exploring director and/or Exploring executives to work with all Explorer posts or clubs in the council. Other councils may serve Exploring through districts with the district executive and committee responsible for other programs within the district.

A number of council volunteer committees are organized, such as membership, program, finance, and others. One of these committees is the council Exploring committee, which is responsible for the organization, administration, and program of Exploring within the council through its division or districts. The council president recruits a top community leader as council Exploring committee chairman. The Scout executive appoints a staff member to work with this chairman to organize, recruit, train, and guide a volunteer council Exploring committee.

The mission of the council Exploring committee is to:

- Organize new Explorer posts and clubs
- Help all posts and clubs succeed

Each council Exploring committee may be organized and structured to serve the needs and geographic area of the councils. Most council Exploring committees organize the following “teams” to serve Exploring:

Service Team—The purpose of the service team is to start new posts and clubs and assist them with the development, improvement, and growth of their programs throughout the year.

Marketing Team—The purpose of the marketing team is to conduct career interest surveys and community cultivation events and promote the successes of the local Exploring programs to the community at large.

Program Team—The purpose of the program team is to facilitate trainings, coordinate councilwide and districtwide events, and promote awards and recognition opportunities.

Fundraising Team—The purpose of the fundraising team is to develop and coordinate a fundraising campaign and/or special event in the name of Exploring for the council budget.

Other council Exploring teams and committees may be organized as needed.

The program team of the Exploring committee is responsible for the organization and support of the council EOA and recruits an adult volunteer to serve as EOA advisor. The program team recruits other adults as needed to provide expert help to Explorer activities. They help the EOA with the planning, promotion, and supervision of activities, conferences, awards, and programs.

The EOA is an integral part of the Exploring program of all councils. Each local council should include an EOA as one of its program goals.

The Exploring Officers Association chairman is a member of the council Exploring committee and usually a youth member of the council executive board. This provides

Explorers a representative voice in the policies and programs of Exploring in the council and carries a major responsibility for good judgment and effective leadership. A dependable and dedicated EOA chairman will be an asset to the success of Exploring in his or her council.

Further details on the structure and objectives of the council Exploring committee can be found in chapter six.

The Council Exploring Officers Association Chairman

This position should be included in the district's or council's Exploring committee.

- Elected by the EOA
- Chairs all EOA meetings and officers' meetings
- Appoints Explorers to chair activity committees
- Gives leadership to all EOA activities and projects
- Works closely with the EOA advisor and council staff member to plan meetings, activities, and projects
- Represents the EOA to the council Exploring committee

The Key 3 meet regularly to review progress, set objectives, determine policies, coordinate activities, and give overall direction to the Exploring program of the council. The EOA chairman is involved in those decisions that relate directly to council activities and projects affecting Explorers. The council chairman and staff member have additional responsibilities for adult training, program service, fundraising, post organization, and other functions that may not involve the EOA.

The purpose of the Key 3 is to provide coordination, communication, and cooperation between the EOA, council adult volunteer committee, and council executive staff. It allows the EOA to be represented in decisions affecting Explorers in the council and provides the support and direction of the council Exploring committee. The EOA is not an autonomous, isolated organization. It is part of the council Exploring committee, responsible to it for all actions, and receives the adult support necessary to carry out successful programs and projects.

For example, the council Exploring program conference or similar activity requires the support of the Key 3 as follows:

- The council Exploring committee chairman secures board approval, if necessary; directs the training program; marketing; and service teams to promote and support the event, and helps recruit adult help, secure facilities, and find program resources. He or she may delegate some of these tasks to the EOA advisor.
- The EOA chairman appoints Explorers to lead the event, helps to plan the program content, and promotes attendance through the EOA.
- The council staff member prints program materials, mails notices, establishes the budget and money-handling procedures, and coordinates the efforts of adult and Exploring committees.

Thus the entire resources of adults, Explorers, and council staff work cooperatively to provide the best possible activity for posts and clubs.

The EOA advisor supports the EOA officers in detailed planning and coordination. His or her "full-time" volunteer position is to support the EOA, whereas the council Exploring committee chairman is responsible for the entire volunteer effort relating to Exploring.

The Exploring Officers Association Advisor

The adult volunteer Advisor is recruited by the program team of the council Exploring committee and is a member of both. He or she works closely with the council staff member assigned to Exploring to train, coach, and support the elected officers of the EOA.

The Key 3 make the major decisions on plans, policies, and programs for Exploring in the council. The council Exploring chairman guides the support for EOA activities through the council Exploring committee and other council committees. The EOA advisor deals with the day-to-day operation of the EOA, guiding its officers toward effective planning, promotion, and administration.

In many ways, the role of the EOA advisor is much like that of a post Advisor. Officers are elected, officers' meetings are held, activities are planned, and a year's program is scheduled. The EOA officers should meet monthly with

the advisor and council staff member to keep their communication and promotion plans active. Usually, the EOA chairman, advisor, and council staff member will meet ahead of time to plan agendas, discuss assignments, and review progress. It is vital that all meetings of the officers and the quarterly EOA meetings receive careful planning and promotion. All agenda details should be reviewed and follow-up is necessary with all involved.

The EOA advisor helps the chairman and officers plan these agendas. If the advice or skills of other adults are needed, the EOA advisor gets the program team to recruit them. For example, if the EOA and council Exploring committee plan to conduct an Explorer Olympics, a number of adults will be needed as officials, judges, and event coordinators. These are recruited by the program team.

The EOA advisor also helps organize promotion efforts for area, region, or national Exploring awards and events. Many EOA advisors (and their spouses) serve as the adult leaders for their council's contingent to the EOA Congress.

The success of an EOA depends on effective, responsible, elected officers. The EOA advisor is a key to their being informed, organized, and efficient. The EOA advisor makes the difference in the success of an EOA.

Meetings of the Exploring Officers Association

Where Do We Start?

The youth and adult leaders for Exploring in your council might spend an evening, day, weekend, or whatever it takes to make a long-range plan for the EOA that will serve the interests and needs of posts and support the council's plans and programs for Exploring. These leaders might consider the following:

1. What do you know about the posts and clubs in your council? When do they meet? What are their interests? What do they need in the way of activities, training, and get-togethers? What are the geographic and transportation factors? When are their officers elected? When is the most convenient time and where is the best place to meet?

2. Look at the Exploring program of your council. What activities, conferences, and programs should be planned? When is the best time to elect EOA officers?

At the same time, list any school holidays, vacations, proms, big games, tests, community celebrations, and religious observances.

3. Make a set of calendar sheets for 12 months or more and list all of these dates and others that may affect Exploring in your council.
4. Now, try to bring together what is known about posts and clubs in your council.
 - When do most new members join? Usually in the fall at open houses in September and October.
 - When do posts elect officers? January is recommended for a 12-month term, others may hold elections in the fall for the coming year.
 - What activities are needed and popular? This list varies from council to council but may include spring outdoor activities such as the Explorer Olympics, summer campouts, raft races, canoe trips, fall road rallies or conferences, winter dances, team tournaments, or career days.
 - What do posts do in the spring and summer? Big super activities, trips, weekend excursions, projects, etc.
 - How can area and national activities support your EOA? Possibilities include area EOA training, EOA Congress, and the Explorer Olympics.

What you are doing is called the Cycle of Exploring, which is simply an understanding of how posts operate in relation to when young adults join, officer elections, and program plans. EOA and council Exploring planning should be based on this cycle.

EOA Officers' Meeting

The EOA officers and council advisors should meet monthly to plan, review progress, and carry out the functions necessary to successful EOA meetings and activities. This meeting is planned and conducted with the EOA advisor and council staff member. It should be a help at a convenient time and location. Activity chairmen may be invited to bring the officers up-to-date on planning and to assist where needed.

All EOA business between quarterly meetings is handled at this meeting. Minutes should be recorded and the agenda should be conducted in an orderly and democratic fashion.

The point of all this is to plan EOA meetings that fit into this cycle and will serve and support the needs of posts or clubs and the program of your council. For example, if most of your presidents are elected in January, then the EOA could follow up with training. If a road rally or Explorer Olympics is popular with posts or clubs, then schedule EOA meetings to support their planning. Avoid dates that conflict with school, community, or big council events.

When and How Often Does an EOA Meet?

Based on the experience of many EOAs across the country, quarterly meetings seem to be the most successful and are recommended. "Quarterly" doesn't necessarily mean every three months, but four times a year based on the cycle noted above. (Some EOAs meet on a bimonthly basis.)

The following annual plan might be considered:

January EOA Meeting

- Generate ideas and enlist help for post or club activities.
- Conduct orientation for newly elected presidents.
- Review plans and programs for the coming year.
- Determine delegates to the EOA Congress.
- Support council plans for parents' nights and fundraising efforts.

- Elect EOA officers (if not held during fall Exploring program conference).
- Share program ideas.

May EOA Meeting

- Generate ideas and enlist help for post activities.
- Review national Explorer plan for action, and report on other items from the EOA Congress (usually held each April).
- Complete planning for activities and events for the coming year to be included in the council calendar.
- Promote summer activities.
- Begin plans for fall activities including the fall Exploring program conferences and open houses.
- Recognition ceremony of new presidents.

September EOA Meeting

(Usually held right after school starts to kick off fall activities and participation.)

- Generate ideas and enlist help for post activities.
- Conduct orientation for any new presidents, particularly those from newly organized posts.
- Plan and promote the fall Explorer program conference.
- Distribute the program calendar for the coming year.
- Begin planning for activities and projects.
- Update roster of presidents.
- Have a formal recognition of new presidents.

Fall Explorer Program Conference

(Usually held in October or November to provide training, planning, and idea-sharing for post officers and Advisors. The fourth EOA meeting is held during this time.)

- Conduct training on methods for planning activities for posts and clubs.

- Hold election of EOA officers (may be held in January).
- Promote activities, projects, and awards for coming year.
- Share program ideas.
- Conduct leadership development for officers and adult leaders.
- Formally recognize individual or post achievements.

Planning EOA Meetings

The EOA officers, adult advisor, and council staff member meet well in advance of each meeting to plan the agenda and promotion for EOA meetings. If additional Explorers or adults are to be involved, they should be invited. The responsibility for conducting EOA meetings is shared by the EOA chairman, advisor, and council staff member.

Planning Guidelines

- What are the objectives of this meeting? What will presidents take home to improve their post?
- What resources will be needed? Consider adult help, program materials, visual aids, equipment, and facilities.
- What alternatives should be considered? Have a Plan B in case of unforeseen circumstances such as change of location, program alternatives, bad weather, or new information.
- How will the meeting be promoted? Use telephone, personal contact, newsletter, and postcard reminders, to involve as many as possible in the program.
- Agree on the exact time, date, and location.
- Develop a written agenda. Who is going to do what, when, and for how long? Be sure that everyone on the program is prepared.
- Follow up on details. Open room, lights, heat, and set up program materials and equipment.
- After the meeting, evaluate. How did it go? How can future meetings be improved? Analyze attendance.

Follow up on those who didn't attend to find out why they were absent. Most important, did those presidents who attended learn skills, gather ideas, and take home information that will improve their posts' programs?

Successful Meeting Tips

1. Plenty of advance notice.
2. Telephone and personal reminders.
3. Exact information on time, date, and location.
4. Clear directions to the location.
5. Encourage car pools.
6. Start and end on time.
7. Attractive and impressive location.
8. Celebrities; interesting and unusual programs.
9. Greet everyone at the door—provide name tags, make them feel important, welcome, and needed.
10. Have preopening activities—displays, games, or tours.
11. Check room for heat or A/C, light, sufficient chairs, and facilities.
12. Involve as many as possible in the program—then they feel involved. Consider refreshments, perhaps by a “host post.”
13. Plenty of opportunity for questions and discussion.
14. Avoid classroom settings and seating.
15. Minimize lectures, movies, or speeches; maximize group participation and hands-on activities.
16. Recognize post or club achievements.
17. Provide opportunities for presidents to brag about their post activities and distribute any written materials.
18. Give everyone a reason to come next time, and be sure they know the date, time, and location.

19. Print and pass out information on future meetings, activities, and reports rather than talk about them.
20. Finally, conduct the meeting efficiently, informally, and with humility and humor.

Meeting Ideas to Consider

Location—Consider a location that presidents might never otherwise visit. A bank or company boardroom, a railroad dining car, a yacht or tour boat, a corporate training room, a ballet studio, a 747, military installation, police station, college campus, courtroom, private club, department store hospitality room, or other interesting locations. Ask board members of your local council for help in securing impressive or unusual locations.

Program—Look for features that might be of interest to presidents. Celebrity speakers, interesting tours, and activities in which all can participate. Look for programs that will help posts and clubs. Consider program committees to develop ideas and content.

Host Post—Many councils rotate their EOA meetings among posts—particularly those that have access to different facilities. The host post may provide tours, programs, activities, even refreshments. This involves at least one post in the EOA, rotates meeting locations, and gives everyone a chance to visit other posts. Law, aviation, law enforcement, medical, fire service, and other kinds of posts are examples of exciting program possibilities.

Advisors' Meetings—Many councils conduct quarterly Advisors' meetings. Some are combined with their EOA meeting and have proven successful. The Advisor can bring his or her president, share in some of the program, and feel involved. Separate meetings are held for each after a combined opening. The Advisor and president can discuss what happened on the way home.

Activities—Many EOAs follow their meeting with a bowling tournament, swim meet, volleyball game, or other activity. Some EOAs, particularly those serving large geographic areas, combine their meetings with council activities to save on travel. EOA meetings can be held before, during, or after road rallies, Explorer Olympics, ski weekends, etc. An obvious advantage is that some presidents may come to the activity, but wouldn't otherwise get involved in the EOA.

Exploring Program Conferences—Many EOAs schedule their quarterly meeting during the spring or fall conference. This cuts down on the number of meetings which presidents have to attend and helps with their transportation.

Successful EOA meetings don't just happen. A lot of planning, promotion, and plain hard work are involved. A long-range plan, specific meeting objectives, and agendas which support the program and leadership of each post and club in the council are required.

Communication and Marketing

One of the most important skills of leadership is the ability to get and give information. "Passing the word" to every president in your council is a difficult challenge—one that requires thought, understanding, sensitivity, and considerable ability. Getting the right information to all concerned and ensuring their understanding and action requires time and effort.

One of the most important skills of leadership is the ability to get and give information.

Place yourself in the position of the "average" president in your council. Consider the mass of information that each of them receives daily—radio, TV, school, church, parents, friends, other organizations—not to mention the communication challenge that each may have with his or her own post. Now consider: What do these "average" presidents probably know about the EOA? How do they get information? How does the EOA relate to their leadership of posts? What is the probable reaction of post Advisors, and do you rely on them to pass information on and encourage participation? If the message is received, will they understand it and act? And why should they? And if they understand, will they choose the EOA over homework, TV, girlfriends or boyfriends, or other activities—even post meetings? Tough questions—but only the starting point!

Lessons in Communication

1. **Know your market.** Don't assume that presidents know anything about the EOA—or even Exploring for that matter. When you speak or write about what you want them to do, clearly identify who, what, why, where, and when. Spell out Exploring Officers Association and continually explain what it is and does.
2. **Get to the right person.** One of the major and continuing responsibilities of the EOA is to keep an up-to-date roster of presidents. Anything short of a personal phone call or direct mailing to them probably won't work. Consider the Advisor—he or she is probably trying to get the president to do a number of post-related things—and EOA participation may not get on the list.
3. **Make it important.** Stress what the EOA will do for them. Provide specific reasons why they should attend. Presidents should feel that their participation is necessary, wanted, and that they will gain something for themselves and their post.
4. **Make it exciting and different.** Your EOA meeting has got to be better than whatever is on TV that night. You have to catch the presidents' attention and make them want to be involved.
5. **Methods:**
 - **The printed word.** Newsletters, postcards, and letters are mailed to the right person, with the right information, written so they understand, and with plenty of time to plan and act.
 - **The spoken word.** Tell them about it personally, and call them on the phone—again with the right information but now with a person-to-person emphasis.
 - **Publicity.** Posted notices, newspaper, radio announcements, rosters, whatever the president might see or hear.
 - **Gimmicks.** A celebrity speaker or unusual program, or asking everyone to come early to be on the “welcoming committee.” Send a key with a note to each president asking them to come early to open

the door—of course, you get some old keys and send one to everyone. Gimmicks are fun and can build attendance if used with care.

6. **Objectives.** What you are trying to do is get the president to come to a meeting. He or she doesn't have to join the EOA—they already belong (whether they want to or not). When they get to the meeting, the program is so helpful to their job as presidents that they will want to get involved. Communicate that this is their organization, serving their needs and interests. Avoid any “in-group,” clique, or information that may be over the heads of your presidents.
7. **Listening.** This is as important to effective communication as speaking or writing. Listen to and try to understand what your presidents communicate to the EOA—and if they say nothing at all, then the message is obvious: The EOA is not meeting the needs and interests of its members.

Marketing

When you say to someone “Exploring Officers Association,” what do you suppose comes into their mind? What image do they place with these words? What image do you want them to have? Establishing this image of the EOA is called public relations. Publicity is part of it, and so are communications and advertising, but there is more. Marketing has to do with the relations that the EOA has with its public—which includes presidents, officers, Explorers, adult leaders, parents, and the general public. How we write, what we say, how we act, and what happens at meetings and activities form the impression that our public has of the EOA.

Public relations is a planned program of methods and activities which help form a good impression of the EOA.

We must give the right information, convey excitement and success, correct misunderstandings, and make every effort to let the public know that the EOA is a meaningful, alive, worthwhile organization that is really doing an important job in Exploring.

The Printed Word

Next to personal contacts, the most efficient means for the Exploring Officers Association to communicate with its members is through e-newsletters, emailing, and texting. An attractive, well-written, and accurate e-newsletter can “sell” presidents on participating in their EOA and does much for the image of Exploring in the council.

Printing and mailing newsletters can be expensive.

Consider producing an e-newsletter and distributing it through email. The council may already have an Exploring e-newsletter or a section on Exploring in its council bulletin. If at all possible, a quarterly EOA e-newsletter or a special message to post presidents and Advisors should be considered. Relying just on Advisors to relay information to their president is risky. In many councils, a journalism post takes on the task of publishing the e-newsletter. These e-newsletters should be written with the point of view that their readers may know very little about the council and its EOA.

E-newsletter contents should sell the program, make EOA meetings and activities appear exciting and worthwhile, and lend behavior and prestige to Exploring. Avoid gossip, negative announcements, lengthy philosophies, and complaints. Give specific information about meetings and activities—time, date, location, cost, how to get there, purpose, and benefits to presidents. Frequently define the purpose and structure of the EOA.

Get help from school journalism teachers, newspaper employees, public relations or advertising professionals, printers, writers, and others with experience in written communication. Many councils have marketing committees or task forces of volunteers who would be willing to help the EOA learn how to publish an effective e-newsletter. All printing and mailing must be approved by the council Scout executive or assigned staff member.

Emails, texts, and letters to EOA members are all important. Effective writing, specific information, and a clear explanation as to purpose are necessary to any and all EOA communications. Don’t overlook recognition. Feature post or club and individual achievements, exciting programs and projects, new posts or clubs, and any story that demonstrates Exploring success.

Careful and early planning and attention to detail are necessary to the production of a quality e-newsletter—but the benefits to the EOA are far-reaching and can result in a significant contribution to improving and expanding Exploring.

Election of EOA Officers

Each council EOA elects a slate of officers, usually on an annual basis. These officers give leadership to the EOA and work closely with their advisor and council staff member to plan meetings, support council activities, and provide direction for program planning and scheduling. The following procedures are suggested as guidelines for EOA elections. Each council EOA may determine its own guidelines as long as all presidents in the council are represented.

Responsibilities of Office. The EOA officers, particularly the chairman, represent all Explorers in the council and must be willing to devote their time, energy, and leadership toward the continuing growth and success of Exploring. Candidates for office must understand and be committed to the position requirements and responsibilities of office. Prior to election, all persons who wish to run for office should be aware of this commitment and have their parents’ and post Advisors’ approval and support. All EOA members should realize that their vote must be cast for the person who is able and willing to do the best possible job.

Election Timing. The EOA officers are usually elected at the January meeting to allow newly elected post presidents the opportunity to elect persons who will represent them during the coming year. Some EOAs elect officers during their fall Exploring program conference.

Term of Office. Most EOAs elect officers for a year’s term, starting and ending with the January election date. The outgoing EOA chairman could help with this transition.

Who Can Vote? Presidents of posts sponsored at the time of the election are eligible to vote. EOAs may choose to allow proxy or representative voting, but no more than one vote from each post should be allowed. The council staff member can provide a list of currently registered posts. EOA officers are voting members of their EOA even though they may no longer be presidents.

Notice of Election. All presidents of currently registered posts should be mailed a notice of the election at least 30 days prior to the date. Information should be included on the responsibilities of each office, election procedures, and how to run for office.

Quorum. The election is held with those in attendance who are eligible to vote. A quorum or required percentage of posts in the council is not recommended.

Candidates for Office. All persons who have been EOA members during the past 12 months and all newly elected presidents are eligible to run for office. Candidates do not have to be presidents at the time of election, as long as they have been EOA members during the past 12 months. Candidates may be nominated from the floor during the election or may file an application to run for office as determined by the local EOA.

Election Procedures. The EOA election process should follow *Robert's Rules of Order* (recent edition) or a similar procedure that is approved by the EOA. Voting should be by secret ballot. Adult EOA advisors and council staff members advise, assist, and support the election process but may not vote and should not influence the outcomes. Although it is not required, you may use the EOA nomination form found in the appendix.

Approval of Officers. The person elected as EOA chairman should be appointed by the council Exploring committee chairman to serve on the council Exploring committee. The EOA chairman's membership on council committees and the board is a privilege, not a right. It must be recognized that the EOA is created by the council's Exploring committee, which is responsible for its actions and success.

Nominating Committee. Some council EOAs appoint a nominating committee several months prior to the election to interview all candidates and present a slate of nominees to the EOA for election. This process is not intended to exclude candidates but is an efficient method to ensure that candidates understand the responsibilities of office, are able to serve, and are eligible to run.

What Officers to Elect. A variety of EOA officer structures are found around the country depending on the size, geography, and Explorer program of the council. Suggested officers and the basic position descriptions follow:

Chairman. Responsible for planning and conducting EOA meetings, conducting officers' meetings, appointing activity or special committees, and giving overall direction to the plans and activities of the EOA. (The term chairperson is used in many councils.)

Vice Chairman for Administration. Assumes the chairman's responsibilities when necessary. Responsible for EOA membership, recognition, and promotion of attendance.

Vice Chairman for Program. Responsible for the program and arrangements for EOA meetings and supports the planning committees for council Exploring activities. Coordinates the EOA calendar and the scheduling of meetings and activities.

Secretary. Responsible for meeting notices, minutes, and correspondence. Keeps attendance and other necessary records for the EOA.

Treasurer (optional). Responsible for any funds collected or earned by EOA conferences, activities, or projects. (EOA members should not pay dues.)

Other Officers. Many EOAs elect, or their chairmen appoint, officers responsible for newsletters, activities, marketing, training, specialties, geographic areas or districts, and other functions.

Installation of Officers. The past EOA chairman or a person delegated by him or her conducts a simple but impressive installation ceremony as soon as the election is completed. The following oath of office is included in this ceremony:

Please raise your right hand and repeat after me:

I, (state name), do solemnly swear that I will support the sponsorship and bylaws of the National Learning for Life and Exploring Office, and that I will participate to the best of my ability in my home, school, and community, and that I will bear true faith and allegiance to my God and my country, and that I will faithfully discharge the duties of my office. I take this obligation freely without any mental reservations.

Suggested Agenda

Preopening

Provide name tags, set up displays of Exploring literature, posters, and activities. Greet participants, and make them feel welcome and important.

Opening

Flag salute, purpose of the EOA chairman's forum. Have each person introduce themselves with a brief comment on their post.

Audiovisual

Show videos that your council may have on Exploring that are appropriate.

Your Council

Describe your local council. Include its service center, geographic area, camps, facilities, services, how it is financed, and its support of Exploring through a division or district, council Exploring committee, and executive staff (your EOA advisor or council staff member could cover this item).

Your EOA

Discuss how your EOA is organized, its officers, what they do, how they are elected, meetings, and the purpose of the EOA. Stress how your EOA supports the programs of posts.

Council Facilities

Review any camps, facilities, canoe trailers, or other items that your council makes available to posts and clubs.

Council Explorer Activities

Discuss the plan and purpose of your Explorer program conference. Review the dates, locations, and program of any council Explorer activities. Pass out any calendars or program information available. Review how these activities are selected and planned by your EOA with council support.

National Support

Discuss the purpose, date, and location of national Explorer activities. Review the awards and scholarships available.

Training Opportunities

Promote the Exploring activity workshop, conferences, and any other training sessions available to post presidents and officers.

Resources

Display and comment briefly on Exploring literature, including the secretary and treasurer's books and other items that may help posts.

Recruiting

Discuss plans, ideas, and techniques to recruit post members. Discuss open houses and methods to get prospects such as your council's career interest survey.

Program Ideas

Have presidents share ideas on successful activities, projects, and trips that their post may have conducted. Discuss money-earning projects.

Questions and Answers

Hold an open discussion on any needs, concerns, or ideas that participants may have.

Closing

Invite all to your next EOA meeting. Help coordinate transportation. Provide the time, date, and location. Thank all for coming. Recognize your presenters. Close with a brief inspirational video and/or message from your EOA advisor.

After the Forum

Hold a brief critique with the presenters. How did they do? Were participants enthusiastic and involved? How can the forum be improved? Straighten up the room; you may want to use it again.

Conclusion. These election procedures are suggested guidelines to help each EOA determine the election process that best serves its council. Election procedures are established by a special election committee or the bylaw committee and must be approved by the EOA.

Exploring Training Opportunities

The Officers Seminar

- Conducted by each post to orient new officers, plan program, and develop the annual activity schedule.
- Attended by newly elected officers.
- Conducted by the Advisor.

Explorer Program Conference

- Councilwide gatherings of Exploring leadership for idea sharing, event scheduling, and interpost activity planning.
- Attended by the Advisor and elected officers.
- Conducted by the council EOA and program team of the council or district Exploring Committee.

EOA Chairman's Forum

- An orientation session conducted for post presidents to acquaint them with council and national Exploring programs.
- Attended by post presidents.
- Conducted by the council EOA chairman.

Exploring Activity Workshop

- An introduction to the techniques of selecting, planning, conducting, and evaluating post activities, designed to train post officers and members in activity committee methods. May be conducted as a post meeting.
- Attended by adult leaders, post officers, and post members.
- Conducted by Explorer instructors coached by their Advisor or council leadership development team members.

The Council Explorer Program Conference

One of the major events for post leaders, youth, and adults is the Explorer program conference (sometimes called Explorer program planning conference). This conference is usually held in October or November for all Explorer Advisors and officers. Some conferences are all day Saturday; others are held over a weekend. The conference may be held in a hotel, resort, military facility, college, conference center, or other impressive location providing a reasonable cost for food and housing.

The conference is organized by a planning committee appointed by the EOA chairman with the adult help from the program team of the council Exploring committee. A suitable location, reasonable cost, exciting activity, and effective training program are planned, often a year ahead of time. A full-scale promotion effort has to be made to get the leaders of all posts to attend. The fall conference is usually one of the quarterly meetings of the EOA. Some councils conduct a second conference in the spring.

Purpose. The conference format and purpose varies from council to council, but its intention is to:

- Provide continuing training for officers and Advisors.
- Share program ideas.
- Provide youth input to the planning of council Explorer activities.
- Update on Exploring techniques, events, and programs.

Since the conference may be one of the few times all post leaders get together, every effort must be made to plan an exciting, impressive, inspiring, and worthwhile program.

The EOA Chairman's Forum

The EOA chairman's forum is an annual orientation for newly elected post presidents. It is conducted by the council EOA chairman with the assistance of EOA officers, advisors, and council staff members.

Purpose. The forum is designed to inform new presidents about the council, its EOA, and the Exploring program.

Participants. All post presidents should be invited right after their election to office.

Timing. The forum can be held right after the majority of posts elect officers. It could be part of the January EOA meeting, held on a separate evening, during the Explorer program conference, or other convenient times during the year. Councils serving large geographic areas may schedule the forum in different locations to try to reach everyone.

Promotion. Every effort should be made to try to involve all newly elected presidents. It can be assumed that they know very little about Exploring outside of their own post, so the forum is designed to sell and inform them on how the council EOA and Exploring program will help their post.

Location. As with EOA meetings, try to secure an impressive meeting room—one that is easy to find, has some prestige, and will impress the participants. Avoid classrooms; instead, look for boardrooms or similar facilities with a large conference table.

Program. Take the time and effort to plan an exciting and informative forum which avoids lecture and encourages group participation. Involve several EOA officers and others who have the ability to give an enthusiastic presentation. Plan the agenda, organize the program, and rehearse if possible.

The EOA chairman's forum just described is a flexible agenda. Details and structure are adapted by each EOA to suit their organization, plans, and council. The forum could be a large affair, or it could be held in someone's living room for a few presidents. Your basic purpose must be to demonstrate how your council and EOA are going to help each president improve his or her post program.

Since this may be the first impression that new presidents have of you, your EOA, and your council, it is obvious that your forum has to be carefully planned and promoted, and it should provide a worthwhile and enthusiastic program that involves and excites participants.

Typical Council Explorer Activities

A wide variety of council Explorer activities are held throughout the nation. Many are based on local facilities and geography. Councils on rivers hold canoe races or raft trips. Councils near ski areas have winter sports events, and councils near large bodies of water hold sailing races, and so forth. The following activities are common to many councils and are included for your consideration. Any activity is based on what your posts want to do, what your council is willing to organize, and your ability to recruit volunteers and secure facilities.

- Explorer Olympics
- Explorer Safe-Driving Road Rally. Support materials are available from the national Learning for Life and Exploring office. Secure the expertise of local road rally or sports car clubs to run the event.
- "Your town at night"—types of events where Explorers visit facilities operating at night. A bus tour starts around 9 p.m. and ends at breakfast.
- Weekend activities at council camps or similar facilities
- Beach weekends or trips
- Career days or conferences where Explorers can find out about many kinds of careers
- Specialty conferences in health careers, law, law enforcement
- Fly-ins or similar aviation type activities
- Visits, often overnights, to military bases
- Conservation, community cleanup, beautification projects
- Banquets, picnics, barbecues, etc.
- Ski weekends
- Outdoor skills seminars

- Sports tournaments or leagues
- Communitywide fundraising events—car washes, walkathons, etc.
- Leadership-citizenship conference

A number of activities are organized on an area or regional basis such as regional fly-ins, canoe races, ski or winter sports events, and special-interest conferences.

Exploring Officers Association Structure

To effectively carry out its responsibilities, each Exploring Officers Association creates an organization that includes and involves all posts. These organizational plans follow the method your council uses to organize and service posts. Some councils have an Exploring office that deals directly with all posts; in larger councils, the office may be divided into geographical sections. Other councils may organize along specialty lines where all posts with similar interests are formed into career fields. Some councils organize their service through districts that also serve Cub Scout packs and Boy Scout troops.

The Exploring Officers Association should organize to fit into whatever structure is found in the council. The EOA is not an organization that is separate or independent from its local council. Rather, it should become an integral part of the volunteer and staff organization.

As has been mentioned throughout this guide, the program leadership of Exploring is shared by Explorer chairmen, adult volunteers, and council staff leaders. So whatever organizational structure the council develops should find the Explorer chairman meeting with his or her volunteer and staff counterparts (the Key 3). Councils serving large geographic areas may find that it is difficult for presidents to travel to centralized meetings more than once or twice a year. Consideration should be given to local or district EOAs with a chairman or representative elected to serve as a council EOA officer. Many of these local or district EOAs plan conferences and activities if the district committee and district executive are able to support them. Council EOA officers will often travel to visit district or local EOAs to provide training, gather ideas, share program information, and help plan council and/or local activities.

Specialty associations are found in a few councils, usually those with many posts in a given specialty that find it convenient to form their own association to share ideas and plan activities. These associations should relate to the council EOA, through the specialty association chairman. Many of these associations are organized in statewide or geographic areas including more than one council. In these situations, the specialty posts within each council should have a representative on their EOA, or simply belong to both the council EOA and the state specialty association. Specialty associations and council EOAs need to work cooperatively and in harmony to provide the best possible program to all Explorers.

Exploring Officers Association Bylaws

Each Exploring Officers Association should develop a set of bylaws that describe its purpose, organization, election procedure, meetings, and procedures. These bylaws should be simple, flexible, and be approved by a majority vote of the EOA. The council Exploring committee and council Scout executive must also approve the bylaws.

The purpose of having bylaws is to document for all concerned specifically what the EOA is supposed to do and how it is to be organized. The bylaws should be printed and made available to all the youth and adult leaders of Exploring in the council.

Steps to Develop a Set of Bylaws

1. The EOA chairman meets with the council EOA advisor and staff member to discuss guidelines and plan the procedures needed for writing, approval, and implementation.
2. The EOA chairman appoints a bylaws chairman and committee of EOA members. The EOA advisor and council staff member serve as advisors to this committee, or they may recruit other adults to serve as advisors. In some councils, the EOA officers may be the bylaws committee, with the EOA chairman serving as bylaws chairman.
3. The appointment of this committee and its purpose is announced to all EOA members in writing with a request that all suggestions for bylaws be sent to the committee within 30 days.

Standard Exploring Officers Association Bylaws

- I. NAME. This organization shall be known as the (council) Exploring Officers Association (herein called EOA).
- II. PURPOSE. The purpose of this Exploring officers association shall be as follows:
 1. To provide all presidents training and program ideas designed to help them be more effective leaders.
 2. To provide the planning and promotion of activities and conferences which will improve post programs.
 3. To provide Explorers a representative voice in the program and policies of Exploring, sharing leadership responsibilities with adult advisors.
 4. To provide program assistance and counsel to posts needing help.
- III. RESPONSIBILITIES. The responsibilities of the officers of this Exploring Officers Association are as follows:
 1. Maintain an up-to-date roster of all post presidents in the council.
 2. Organize a telephone network to provide effective communications to all posts.
 3. Publish a regular newsletter to inform posts about activities, meetings, and projects.
 4. Assist the council Exploring public relations team in providing publicity and promotion about Exploring.
 5. Plan and conduct a councilwide Explorer program conference to bring together post officers and Advisors for program planning, idea sharing, and leadership training.
 6. Work with the council Exploring committee to organize activities for all Explorers.
 7. Promote these activities, conferences, and programs among post leaders.
 8. Help posts reorganize when needed by consulting with and training post officers, helping them solve membership or program problems.
 9. Represent all Explorers to the council through the EOA chairman and by effective promotion of elections, planning meetings, and conferences.
- IV. MEMBERSHIP. All duly elected post presidents in the council shall be voting members of the Exploring Officers Association. EOA officers are also voting members during their term of office. All EOA members must be currently registered Explorers.
- V. OFFICERS. This Exploring Officers Association shall elect the following officers: chairman, vice chairman for administration, vice chairman for program, secretary, treasurer (optional), other officers (optional).
 1. Duties. The duties of these officers shall be as follows:
 - A. Chairman. Responsible for planning and conducting EOA meetings, conducting officers' meetings, appointing activity or special committees, and giving overall direction to the plans and activities of the EOA. (The term chairperson is used in many councils.)
 - B. Vice Chairman for Administration. Assumes the chairman's responsibilities when necessary. Responsible for EOA membership, recognition, and promotion of attendance.
 - C. Vice Chairman for Program. Responsible for the program and arrangements for EOA meetings and supports the planning committees for council Explorer activities. Coordinates the EOA calendar and the scheduling of meetings and activities.
 - D. Secretary. Responsible for meeting notices, minutes, and correspondence. Keeps attendance and other records necessary to the EOA.
 - E. Treasurer (optional). Responsible for any funds collected or earned by EOA conferences, activities, or projects. (EOA members should not pay dues.)
 - F. Other officers.
 2. Term of Office. These officers shall serve for a term of one year starting and ending with the time of election.
 3. Election.
 - A. Officers shall be elected by a secret ballot of EOA members attending the January EOA meeting.
 - B. All current EOA members attending this meeting shall be eligible to vote. No quorum is required. A majority vote is necessary to elect each officer.
 - C. A notice of election shall be mailed to all EOA members 30 days prior to the date of election. This notice shall include information on the duties of each office and the nominating and election procedure.
 - D. Election procedures shall be determined by the EOA officers or an election committee appointed by the EOA chairman and approved by a majority of the EOA officers.

4. Officers' Meetings. Shall be monthly at a time and place determined by the EOA chairman and council advisors.
5. Removal From Office.
 - A. Any EOA officer may be removed from office by a majority vote or a petition signed by a majority of EOA members.
 - B. Any EOA officer shall resign upon the request of the council Exploring committee chairman and council Scout executive.
 - C. Any EOA officer missing two consecutive officers and/or EOA meetings without just cause shall be removed from office.
 - D. Upon removal from office, an election shall be held at the next EOA meeting to place a new person in office. The EOA chairman may appoint an EOA member to temporarily fill the office until election with the approval of a majority of the EOA officers.

VI. COMMITTEES. The officers of this Exploring Officers Association may create any standing or temporary committee necessary to carry out the purpose and responsibilities of the association.

1. The EOA chairman shall appoint the chairmen of these committees with the approval of the majority of EOA officers.
2. The members of these committees may be appointed by the EOA chairman, or the committee chairman may be delighted to appoint committee members.
3. The chairman and members of these committees shall serve only during the term of the officers appointing them.
4. Explorers who are not EOA members may be appointed to committees, but this appointment does not qualify them as EOA members.
5. The function, meetings, chairman, and members of each committee must be approved by the EOA advisor and council staff member. An adult advisor may be appointed to the committee if the council advisors deem it necessary.
6. The standing committees of this Exploring Officers Association shall be: (insert names)

VII. REVISION AND AMENDMENTS TO BYLAWS.

1. Any EOA member may propose a revision or amendment to these bylaws.
2. Any such recommendation is to be acted upon by vote of the EOA officers to determine whether or not to put it to a vote of the EOA.
3. Any revision or amendment requires the approval of the council Scout executive and council Exploring chairman.

4. Written notice of any proposed revision or amendment must be mailed to all EOA members 30 days prior to any vote at an EOA meeting.
5. A majority of those attending this EOA meeting is required to approve any revision or amendment.
6. Any revision or amendment takes place immediately. All EOA members must be notified.

VIII. COMMUNICATIONS.

1. The EOA officers shall provide a regular newsletter or communication to all EOA members 30 days prior to a scheduled meeting.
2. The EOA chairman may appoint an editor and staff to publish a regular newsletter upon approval of the council staff member or Scout executive.

IX. BUSINESS

1. The agenda of each EOA meeting shall be determined by EOA officers and council advisors.
2. All actions requiring EOA approval shall be passed on by a majority vote of those EOA members in attendance.
3. All business shall be conducted under the procedures found in *Robert's Rules of Order*, current edition.
4. All actions require prior approval by the council advisors.

X. AUTHORITY TO ORGANIZE

1. The authority to organize and operate this Exploring Officers Association was granted by a resolution of (council) executive board, on (date) upon recommendation and approval of the council Scout executive.
2. The responsibility for carrying out this executive board resolution is delegated to a volunteer adult EOA advisor appointed by the council Exploring committee chairman and a council executive staff member assigned by the council Scout executive (herein called council advisors).
 - A. These two advisors serve as ex-officio members of the EOA.
 - B. They shall advise, counsel, train, and assist the EOA officers in fulfilling their responsibilities.
 - C. All EOA meetings, activities, projects, committees, actions, officer appointments, funds, and other functions shall be conducted with the advice and approval of these two advisors.
3. This Exploring Officers Association shall operate within the policies, procedures, and regulations of the national Learning for Life and Exploring office and the (name) Council. All council programs, functions, and activities shall be supported by this EOA.

4. The bylaws committee chairman calls a meeting after this 30-day deadline to review any suggestions received, discuss the sample EOA bylaws (which follow), and plan how the committee will write and secure approval of the bylaws.
5. A preliminary set of bylaws is drafted and sent to all EOA members, the council Exploring committee, and the council Scout executive, with a request for revisions, corrections, or additions within 30 days.
6. The bylaws committee meets after this 30-day deadline to revise their first draft based on any information received. The final set of bylaws is drafted and sent to the council Exploring committee and the council Scout executive with a notice that this set of bylaws is to be voted upon by the EOA at its next meeting. Approval is requested from the council Exploring committee and council Scout executive. This approval should be secured prior to presentation of the bylaws to the EOA. Ample time should be allowed for this process and another bylaws committee meeting is scheduled if any revisions are necessary.
7. Once council approval is secured, the bylaws are sent to all EOA members at least 30 days prior to their meeting with a notice that they are to be voted upon.
8. At the EOA meeting, the bylaws chairman presents a motion that the bylaws be adopted. A majority vote of those attending is required. Any amendments or revisions must be approved by majority vote with the provision that any changes must also be approved by the council Exploring committee and council Scout executive. If this approval is secured, then the bylaws take effect. If not, then the bylaws committee will meet and make the necessary revisions that meet council approval. The bylaws are brought up at the next EOA meeting, or a mail ballot could be sent to all EOA members. If a mail ballot is used, notice is given that no response within a 30-day deadline will be counted as a yes vote.
9. Once the bylaws are approved by the council and its EOA, they are printed and distributed to all concerned. Newly elected presidents should receive a copy by mail, at their first EOA meeting, or during the EOA chairman's forum.

Revision of Bylaws

1. Revision of EOA bylaws may be proposed by any EOA member or upon recommendation of the council Exploring committee and council Scout executive.
2. The revision is discussed and drafted by the EOA officers, sent to the council Exploring committee and Scout executive for approval, and voted upon by the EOA at its next scheduled meeting once this approval is secured. Notice of this revision is sent to EOA members 30 days prior to this meeting.

Authority for EOA Bylaws

The legal authority for Exploring in the council rests with the council executive board through its Exploring committee and the council Scout executive. The existence of an Exploring Officers Association is established by them and EOA bylaws are subject to their approval. EOA bylaws are not binding upon the council nor can they attempt to regulate the program or leadership of posts.

EOA bylaws should be based on common sense and what is best for Explorer posts in the council. All duly elected post presidents are voting members of the EOA, and its bylaws may not infringe upon this right.

Suggested Exploring Officers Association Position Descriptions

Chairman

1. Participates in regular meetings as a member of the council Exploring Key 3, representing all Explorers in the council in decisions relating to conferences, activities, and program planning.
2. Gives direction to the officers of the EOA and all Explorers appointed to EOA committees.
3. Conducts regular EOA officers meetings, planning their agendas with the EOA advisor and assigned council staff member.
4. Appoints the chairmen of all EOA committees, with the advice and approval of the EOA advisors.
5. Conducts all meetings of the Exploring Officers Association.
6. Serves as a member of the council Exploring committee; may also be a member of the council executive board, and reports on EOA progress to these groups.
7. Promotes participation by all EOA members or elected delegates in the area EOA training, Exploring Officers Association Congress, and other local and national events and awards.
8. Supports all council plans and programs involving Exploring.
9. Guides the planning, promotion, and program of the council Explorer program conference.
10. Makes every effort to achieve the purposes and carry out the responsibilities of the EOA in the council.
11. Develops the necessary planning and promotion to utilize the national Explorer platform to improve the programs of all posts in the council.
12. Encourages all presidents to become active with their EOAs.
13. Conducts the EOA chairman's forum for all newly elected presidents in the council.

14. Cooperates with the EOA advisors, council Exploring chairman, council Exploring program team, and council staff member in all EOA planning, meetings, and activities.

Vice Chairman for Administration

1. Supports the leadership of the council EOA chairman.
2. Assumes the responsibilities of the EOA chairman when requested.
3. Responsible for the membership of the EOA, encouraging all presidents to attend.
4. Designs and presents recognition to all EOA members for individual and/or post achievement.
5. Responsible for promoting attendance at all EOA meetings, activities, and the council Explorer program conference.
6. Handles all administrative duties assigned by the EOA chairman.
7. Assists with the EOA chairman's forum.
8. Cooperates with all EOA officers, committee chairmen, and adult advisors.

Vice Chairman for Program

1. Supports the leadership of the EOA chairman.
2. Responsible for the scheduling of all EOA meetings and activities, coordinating all dates with the council calendar.
3. Organizes the program content and physical arrangements for all EOA meetings and the council Explorer program conference.
4. Coordinates the planning and scheduling of EOA committees responsible for activities and conferences.
5. Cooperates with the council Exploring program team (adult volunteers) in all functions relating to the EOA.

6. Secures detailed information on all local and national Explorer activities, awards, and scholarships, providing support for communication and promotion about them to posts.
7. Assists with the EOA chairman's forum.
8. Cooperates with all EOA officers, committee chairmen, and adult advisors.

Secretary

1. Supports the leadership of the EOA chairman.
2. Handles all correspondence and communications directed by EOA officers.
3. Takes minutes of all EOA officers' meetings and the business portion of EOA meetings. Places these minutes into a permanent record upon their approval by EOA officers and advisors.
4. Responsible for all notices to EOA members on meetings, elections, and bylaw revisions.
5. Keeps records of membership and attendance at EOA meetings.
6. Provides EOA reports, as requested, to the council Exploring committee and executive board.
7. Provides information on meetings and activities to the EOA newsletter editor.
8. Develops press releases and other publicity on EOA activities and supplies them to the local news media.
9. Assists with the EOA chairman's forum.
10. Cooperates with all EOA officers, committee chairmen, and adult advisors.

Treasurer (optional)

NOTE: The office of treasurer is optional and may not be necessary to most EOAs unless the local council determines that its EOA handles sufficient funds and budget to warrant supervision.

1. Supports the leadership of the council EOA chairman.
2. Responsible for budget control and accounting of funds for EOA activities and functions under the supervision of the assigned council staff members.
3. Makes financial reports to the EOA, publishing an annual statement as directed by the council.
4. Supervises the proper handling of funds and inventory control for the sale of any Exploring literature or materials at EOA meetings or activities.
5. Responsible for any collection and proper accounting of fees necessary to the council Explorer program conference or other EOA activity under the supervision of the assigned council staff member.
6. Assists with the EOA chairman's forum.
7. Cooperates with all EOA officers, committee chairmen, and adult advisors.

Other Officers

Position descriptions to be developed by the local council.

We encourage you as a youth leader to reread this section regularly because you will catch new things throughout your tenure as an officer of your post or club. This guidebook, along with the resources found in the appendix, contains all the resource materials you need to lead your post or club.

Appendix

Click on each entry for a sample.

Activity Planner	160
All-in-One Program Planning meeting agenda	161
Career Achievement Award Packet	163
Career Opportunities Worksheets	205
Drug Prevention 4 Teens	253
Explorer Activity Interest Survey	287
Exploring Officers Association nomination form	288
Facebook for Educators & Community Leaders	291
Meeting Agenda Worksheet	307
Open House Sample Agenda	308
Secretary's Records	309
Student Career Interest Survey	325
Treasurer's Records	327
Youth Officers Briefing Agenda	339
Youth Officers Seminar Agenda	340

Log in to your account at MyParticipation.org to download the following items:

Adult Application, No. 524-010
Annual Memorandum of Understanding, No. 800-737
Explorer Club Career Curriculum, sixth-seventh grades
Explorer Club Career Curriculum, eighth grade
Fiscal Policies and Procedures for Learning for Life and Exploring
Learning for Life and Exploring Medical Record, No. 680-024
Learning for Life Money-Earning Application
New Post/Club Application, No. 524-565
Sample Letter of Invitation (Former or Current Explorers)
Sample Letter of Invitation (Prospective Explorers)
Sample Letter of Invitation (to In-House Employees)
Sample monthly program calendar
Suggested bylaws, No. 800-259
Tour and Activity Plan, No. 800-736
Youth Application, No. 524-009

Activity Planner

Youth Activity Chairperson _____ Adult Consultant _____

Youth Phone No. _____ Adult Phone No. _____

Other information _____

NAME OF THE ACTIVITY _____

Date: _____ Location: _____

RESOURCES NEEDED _____

ALTERNATIVES What is the alternate plan in case of bad weather or other factors? _____

PERSONNEL

Delegate responsibilities to appropriate members.

Job to be done	Assigned To
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Follow up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

CARRY OUT THE PLAN/CONDUCT THE ACTIVITY

Just before the activity, double-check all arrangements.

NOTES: _____

After the activity, thank everyone involved, and leave things clean and in good order.

AFTER-ACTION EVALUATION

Use a separate sheet to explain your reasons for how you answered.

Should the post do this activity again? ____ Yes ____ No

Number participating: _____ Explorers _____ friends _____ adults



ALL-IN-ONE PROGRAM PLANNING MEETING AGENDA

1. Welcome & Introductions [5 min]

CEO/Chief/Head of Organization, i.e. Executive Officer

- Explain the organization's commitment to and vision for your Exploring program
- Ask for a volunteer to take notes/minute

2. Registration Forms [10 min]

Exploring Representative

- Obtain the executive officer's signature on all forms while he or she is in the room
- Memorandum of Understanding No. 800-737
- New Post/Club Application No. 524-565
- Adult Application No. 524-010
- Criminal Background Exemption No. 28-573, if applicable
- Review training report, completed and not completed
- Collect registration fees

3. Develop Basic By Laws and Standard Operating Procedures [20 min]

Exploring Representative

- Refer to the sample by laws in the appendix
- Consider the following items:
 - Age requirements (within the national Exploring guidelines)
 - Uniform standards (uniforms should distinguish Explorers from employees)
 - Dues or fees (above and beyond the national registration fees)
 - Behavior expectations

4. Introduction to Program Planning Resources [20 min]

Service Team Member or Exploring Representative

- Journey to Excellence Post/Club Scorecard (refer to the awards chapter in the Exploring Guidebook)
- Career Achievement Award (refer to the awards chapter in the Exploring Guidebook)
- Ask the attendees to complete the Adult Resource Survey (refer to the appendix)

Activity Brainstorm [20 min]

Exploring Representative

- Distribute the appropriate Career Opportunity Worksheet (refer to the appendix). Use this to get the idea gears turning!
- Refer to the Career Achievement Award list of requirements for more activity ideas
- Consider the 5 Exploring Program Emphases: career exploration, leadership experience, character education, life skills, and citizenship
- Write responses to these questions on a flip chart or marker board:
 - Why did you choose this career for yourself?
 - What types of hands-on activities can you facilitate with middle/high schoolers using the resources of your organization?
 - What are the most exciting aspects of this career?
- Collect at least 20 activity ideas.

Calendarize Activities [20 min]

Committee Members

- Refer to the sample program calendar in the appendix.
- Determine your meeting frequency. We recommend two meetings each month.
- Confirm the date, time and location for your open house
- Beginning with the open house, plan at least 3 months of program meetings and activities.
- From the list of activity ideas select 3-5 that can be facilitated in 4-5 minutes. These will be the interactive activity stations at the open house youth recruitment night.

Delegate Action Items for Your Open House [20 min]

Post Advisor / Club Sponsor / Committee Chair

- Reserve meeting space. Make note of who will be available to unlock doors, if necessary.
- Create a final draft of the program calendar and print enough copies of the to distribute
- Prepare a sign-in sheet with name, cell phone, school, grade, email, etc.
- Bring cash, change, and a receipt book to accept registration/membership fees.
- Bring beverages, snacks, cups, plates and napkins.
- Make personal phone calls to invite students.
- Write and deliver personalized invitation letters (on your organization's letterhead) to students using the directory information from the career interest survey data
- Prepare the open house agenda (refer to the sample agenda in the appendix)
- Bring activity supplies for the 3-5 hands-on activities that were selected from the brainstorm session for the open house (bunker gear, handcuffs, first-aid materials, etc.)
- What else can you think of?

CAREER ACHIEVEMENT AWARD PROGRAM

CONTENTS

Introduction

Application

Summary of Community Service

CAREER FIELDS

Arts and Humanities

Aviation

Business

Communications

Engineering

Fire and Emergency Services

Health

Law and Government

Law Enforcement

Science

Skilled Trades

Social Services



Background

Learning for Life programs involve active learning and include lots of fun-filled, hands-on activities. Learning for Life promotes the conditions necessary for the growth and development of adolescents. The following are the key components of the Learning for Life Career Achievement Award programs, which allow young people to acquire and be recognized for career proficiency achievement and community service.

Purpose

The purpose of the Learning for Life Career Achievement Award program is to

- Provide direction to Explorers and student participants in individual career proficiency.
- Motivate Explorers and student participants to discover and take on career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers and student participants distinguished credentials for their résumés.

Requirements

Explorers or Learning for Life participants can earn a Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

Recognition

The Learning for Life Career Achievement Award Certificate (No. 32194) has space for both the signatures of both the adult leader and organization head. Certificates are available through the local Learning for Life. Adult leaders may purchase a quantity of the certificates and present them as merited.

Qualifying Achievements

Because of the flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the requirements for the Learning for Life Career Achievement Award.

CAREER ACHIEVEMENT AWARD APPLICATION



For the Career Field in

<input type="checkbox"/> Arts and Humanities	<input type="checkbox"/> Health
<input type="checkbox"/> Aviation	<input type="checkbox"/> Law and Government
<input type="checkbox"/> Business	<input type="checkbox"/> Law Enforcement
<input type="checkbox"/> Communications	<input type="checkbox"/> Science
<input type="checkbox"/> Engineering	<input type="checkbox"/> Skilled Trades
<input type="checkbox"/> Fire and Emergency Services	<input type="checkbox"/> Social Services

Part 1: Candidate Personal Data

Club/Post/Group No.: _____ Participating Organization: _____

Name: _____ Nickname: _____

Address: _____ P.O. Box: _____

City: _____ State: _____ Zip: _____

Email: _____

Home Phone: (____) _____ Birth Date: _____

School/College: _____ Grade Level: _____

Part 2: Adult Leader Certification of Candidate

I certify that the above-named candidate has fulfilled nine required achievements and 50 hours of community service for the Learning for Life Career Achievement Award and has my approval for recognition of this significant accomplishment.

Adult Leader: _____ Date: _____

Part 3: Learning for Life Office Authorization

This candidate is a currently enrolled Explorer or Learning for Life participant. Having been certified by the adult leader for completing the required nine achievements and 50 hours of community service, the Explorer Club/Post or Learning for Life group is authorized to purchase and present the Learning for Life Career Achievement Award Certificate.

Learning for Life Office Signature: _____ Date: _____

CAREER ACHIEVEMENT AWARD SUMMARY OF COMMUNITY SERVICE



Name: _____

Description of Activity

Total Hours

Supervisor Signature and Phone No.

ARTS AND HUMANITIES CAREER ACHIEVEMENT AWARD



Arts and Humanities Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1. Visit a drafting company that has a state-of-the-art computer-aided design (CAD) system to see how the company uses the new technology.

Completed _____

- 2a. Choose a product that you are familiar with. Created an advertising plan for this product, and then design an advertising plan layout.

- 2b. Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product.

- 2c. Show your display at your Club/Post meeting or another public place.

Completed _____

- 3a. Learn about backstage support for artistic productions.

- 3b. Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design.

Completed _____

4. Render a subject of your choice in any of FOUR ways: pen and ink, watercolor, pencil, pastel, oil, tempera, acrylic, or marker.

Completed _____

5. Write a one-act play that is at least 10 minutes long. It must have a main character, subordinate character, conflict, and a climax.

Completed _____

- 6a. Plan and carve in the round a simple object.

- 6b. Prepare it for finishing.

Completed _____

- 7a. Plan and carve in low relief a design on some simple object.

- 7b. Prepare it for finishing.

Completed _____

Arts and Humanities Achievement Award

8a. See or read three full-length plays. These can be from the stage, movies, television, or video.

8b. Write a review of each, commenting on the story, acting, and staging.

Completed _____

9. Do THREE of the following:

(a) Act a major part in a full-length play; or, act a part in three one-act plays.

(b) Direct a play. Cast, rehearse, and stage it. The play must be at least 10 minutes long.

(c) Design the set for a play. Make a model of it.

(d) Design the costumes for five characters in one play set in a time before 1900.

(e) Show skill in stage makeup. Make up yourself or a friend as an old man or woman, a clown, an extraterrestrial being, or a monster as directed.

Completed _____

10. Make two drawings (using at least 8½-by-11-inch paper) of pottery forms. One must be a recognized pottery type. The other must be of your own design.

Completed _____

11. Using clay, do THREE of the following. You should paint, glaze, or otherwise decorate each.

(a) Make a flat tray or dish.

(b) Make a box, using the slab method.

(c) Make a vase or jar, using the coil method.

(d) Make four different tiles of your own design.

(e) Make a human or animal figurine or decorative design.

(f) Throw a simple vase on a potter's wheel.

(g) Make a pottery form. Help to fire it.

Completed _____

12a. Design a printed piece (flier, T-shirt, program, form, etc.) and produce it.

12b. Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design.

12c. Explain which printing process is best suited for printing your design.

12d. If desktop publishing hardware and software are available, identify what hardware and software would be appropriate for outputting your design.

Completed _____

Arts and Humanities Achievement Award

13. Produce the design you created for requirement 12 using one of the following printing processes:

- (a) **Offset lithography:** Make a layout and then produce a plate using a process approved by your Adult leader. Run the plate and print at least 50 copies.
- (b) **Screen process printing:** Make a hand-cut or photographic stencil and attach it to a screen that you have prepared. Mask the screen and print at least 20 copies.
- (c) **Electronic/digital printing:** Make a layout in electronic form, download it to the press or printer, and run 50 copies. If no electronic interface to the press or printer is available, you may print and scan a paper copy of the layout.
- (d) **Relief printing:** Prepare a layout or set the necessary type. Make a plate or lock up the form. Use this to print 50 copies.

Completed _____

14. Do one of the following, and then describe the highlights of your visit:

- (a) Visit a newspaper printing plant: Follow a story from the editor to the press.
- (b) Visit a commercial or in-plant printing facility: Follow a job from beginning to end.
- (c) Visit a school's graphic arts program: Find out what courses are available and what the prerequisites are.
- (d) Visit three Web sites on the Internet that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers): Download product or service information from two of the sites.

Completed _____

15a. Mechanical drafting: Make a scale drawing of some piece of craft work or object.

15b. Use the orthographic projection technique to show at least three views.

15c. Use dimension lines to show the actual size.

Completed _____

16a. Electrical drafting: Draw a schematic of a radio or electronic circuit.

16b. Properly print a bill of materials of the major electronic parts of the radio or circuit.

16c. Use standard drawing symbols for the electronic components.

Completed _____

17a. Using a computer-aided drafting (CAD) system, prepare and plot one of the drawings in requirements 16 and 17.

17b. Create the format (border and title block) on the computer before starting the drawing.

Completed _____

Arts and Humanities Achievement Award

18. Explain and demonstrate the proper elements of a good motion picture.

Completed _____

19. Do the following for a motion picture:

- (a) Tell the story you plan to film. Write the script of the story along with descriptions of the scenes to be shot.
- (b) Prepare a storyboard for a motion picture (this can be with stick figures and rough sketches).
- (c) Demonstrate six of the following motion picture shooting techniques: (1) Using a tripod/mono- pod, (2) panning the camera/following the action, (3) framing, (4) lighting the subject, (5) ensuring quality of light, (6) shooting with a hand-held camera, (7) recording good sound, and (8) editing.

Completed _____

20. Do ONE of the following, using techniques in planning a program for your Club/Post or a school. Start with a storyboard, and complete the requirement by presenting it to your Club/Post or class.

- (a) Create a mini feature of your own design using the techniques you have learned.
- (b) Film or videotape a vignette that could be used to teach someone a new skill.

Completed _____

21. Research and discuss the jobs related to film or video production: director, producer, audio engineer, video engineer, support crew.

Completed _____

22. Plan and weave a large basket or tray. Use reed, raffia, or splints.

Completed _____

23. Weave a seat for a stool or chair. Use cane or rush.

Completed _____

24. Promote a product or an idea with a picture or pictures.

Completed _____

25. Research and discuss career opportunities in art.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/arts-humanities/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Arts and Humanities Achievement Award

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

AVIATION CAREER ACHIEVEMENT AWARD



Aviation Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

- 1a. Learn how to preflight a fixed- or rotor-wing aircraft and then show a group how to do it.
- 1b. Show a group the location, and explain the function, of all primary engine and flight controls and instruments found in either a fixed- or rotor-wing aircraft.

1c. Take an orientation flight.

Completed _____

2a. Explain the meaning of symbols on a sectional chart.

2b. Draw and explain a wind triangle diagram to show how to obtain heading and ground speed when given: course, airspeed, wind direction, and wind speed.

2c. Explain the general differences between locating position by pilotage, dead reckoning, radio aids, and GPS.

Completed _____

3a. Demonstrate how to file a flight plan. Also discuss the requirements for an alternate airport.

3b. Using a sectional chart, plot a triangular course with one leg at least 60 miles long. Figure magnetic headings and estimate flight times over well-chosen checkpoints, flying at a given airspeed with a given wind direction and speed. Explain the problem and the solution to a group, bringing out the major reasons for choosing the altitude of each leg and determination of a particular checkpoint.

Completed _____

4. Take down and reassemble an aircraft carburetor or equivalent part.

Completed _____

5a. Using cutaway diagrams or actual propellers, show the contrasts between controllable-pitch and fixed-pitch propellers.

OR

5b. Assist in repair or reassembly of either type of propeller.

Completed _____

6a. Put on an aviation-oriented program for another Club/Post or another community youth group.

OR

6b. Be part of a ground crew for an aviation activity such as orientation flights, hot-air ballooning, or soaring.

Completed _____

7a. Serve as a Club/Post officer.

7b. Participate in a Club/Post officers' planning session to plan upcoming programs for your Club/Post.

7c. Prepare for and lead at least one Club/Post program dealing with an aviation career or plan and lead a field trip to learn about an aviation career.

Completed _____

8a. Construct and fly a radio-controlled model airplane.

OR

8b. Build and launch a model rocket. Contact NASA for information on current or past NASA research projects and share it with your Club/Post or another group.

Completed _____

9a. Arrange a tour of a Federal Aviation Administration (FAA) facility.

9b. After the tour, lead a Club/Post discussion on the function and job requirements of that facility.

Completed _____

10a. Arrange a tour at an airline or airport facility.

10b. Recruit a speaker who is a commercial pilot, flight attendant, aircraft mechanic, ticket agent, airport manager, or other aviation professional for a Club/Post meeting. Have the speaker talk about his or her job, career, and education required.

Completed _____

11. Find out what job opportunities are available in aviation. Describe the qualifications and working conditions of one job in which you are interested. Tell what it offers for reaching your goal in life.

Completed _____

12a. Explain the differences in the operation of piston, turbojet, turboprop, and turbofan engines.

12b. Tell six rules of safety to follow around airplanes and airports.

Completed _____

13a. Describe how aviation has affected our world.

13b. Describe some kinds of aircraft in use today.

Aviation Career Achievement Award

13c. List at least 10 uses of aircraft.

Completed _____

14. Attend a regional or national aviation conference as a participant or staff member.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/aviation-career-exploring/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

BUSINESS CAREER ACHIEVEMENT AWARD



Business Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

- 1a. Learn how the stock market works and what makes stocks go up and down.
- 1b. Invest \$100,000 of fictitious money in five to 10 real stocks. Check prices on the stock page of a local newspaper once a week for 12 weeks. Determine economic events, such as interest rates dropping or increase in earnings, etc., that caused increases or decreases in your chosen stocks.
- 1c. After you have tracked your stock for at least 12 weeks, make a presentation to your Club/Post, another Club/Post, class, or another community group on your experiment, highlighting what your gross dollar and percentage investment gain or loss was.

Completed _____
2. Pick a product that can be sold to people your age. Find out how much money it costs to purchase this product wholesale. Calculate the cost of creating an organization to sell the product. Include the cost of buying, transporting, storing and advertising the product, and paying the sales force. Set a price for the product that will allow the organization to pay operating costs and make a profit. Is the product's price competitive with other organizations selling a similar product? How much of the product must be sold to make a profit?

Completed _____
3. Find out whether your Club/Post or group can legally be made into a corporation. Contact an attorney or your state's secretary of state for the necessary legal documents.

Completed _____
4. Contact the Equal Employment Opportunity Commission (EEOC) and get a copy of the rules related to hiring. Collect applications from local businesses and see whether any of the questions on the applications violate EEOC guidelines.

Completed _____
- 5a. Choose a product that you could sell to other people your age. Design an advertising campaign for the product. Use television, radio, print, and point-of-purchase advertising as part of your plan.
- 5b. Make a tabletop display of or presentation on your advertising campaign for your Club/Post or group.

Completed _____
- 6a. Put together a sales presentation for an automobile. Decide who the target buying group will be. Decide how you will highlight the car's features and how you might overcome the objections of the potential customer. Do not forget to allow for servicing the car after the customer buys it.

Business Career Achievement Award

6b. Make your sales presentation to another individual. Ask him or her to critique how you did.

Completed _____

7. Tour the computer facility of a local business. See whether they have a mainframe or local area network (LAN) system. Determine whether the business uses commercial software or custom software designed for the business. Does it have document-processing, spreadsheet, and database capability? Ask what information the business keeps in its database and have the manager demonstrate as much of the system as possible.

Completed _____

8. Set up a computer information system for your Club/Post. Put your financial records on a spreadsheet. Create a database for your youth participant records, and store all correspondence, meeting minutes, etc. in a word-processing system.

Completed _____

9a. Learn the requirements for importing automobiles and/or motorcycles for sales in the United States.

9b. Learn the requirements for selling in Mexico a product made in the United States.

9c. Share your findings with your Club/Post, another Club/Post, or a community group.

Completed _____

10. With the help of an accountant, learn to review the annual reports of several companies. Identify and explain the two major financial statements—the income statement and balance sheet.

Completed _____

11. Lead a game of Monopoly for your Club/Post, another Club/Post, group, home, class, or another community group. Then lead a discussion of the game and have each player discuss whether their technique produced a net income or loss and the amount of assets (land, houses, and cash) they accumulated.

Completed _____

12a. Learn how to balance a checkbook or savings book.

12b. Open a savings or checking account.

12c. Over 90 days, keep your account balanced.

Completed _____

13. Manage the funds for a Club/Post activity or other group activity. Collect and disburse funds, give and receive receipts, keep an accurate accounting balance sheet, and then report to the group on how you and they did.

Completed _____

14a. Read and explain the annual report of a company.

14b. Write a business plan for a new company.

14c. Explain the use of the Internet as a business component.

Completed _____

Business Career Achievement Award

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/business-career-exploring/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

COMMUNICATIONS CAREER ACHIEVEMENT AWARD



Communications Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1a. Develop a plan to teach a communication skill (such as make a speech, introduce a speaker, etc.) approved by your adult leader.

1b. Create and make teaching several aids.

1c. Teach your skill to an individual, your Club/Post, a community group, or another group.

1d. Have your adult leader check to see whether the learner or learners have learned the skill.

Completed _____

2a. Pick an item or product to sell.

2b. Build a sales plan based on the item's positive points.

2c. Try to "sell" Club/Post members on buying the item from you.

2d. Reflect with the Club/Post members at a Club/Post meeting about how well you did.

Completed _____

3a. Demonstrate and practice how you would make a telephone call inviting someone who is an expert (in the field of your choice) to give a demonstration on their skill at a Club/Post meeting.

3b. Actually call an expert or consultant and ask him or her to make a presentation or demonstrate a skill at a Club/Post meeting.

3c. Greet this presenter before your Club/Post meeting.

Completed _____

4. Learn how to introduce a guest speaker, and then introduce a guest speaker at your Club/Post meeting or another group meeting of your choice, such as in your class, youth group, or community group meeting.

Completed _____

- 5a. Write a five-minute speech. Practice the speech, and then give it at a Club/Post meeting or another group of your choice.
- OR
- 5b. Develop a presentation of at least five minutes on the skill that you have developed, and then make a presentation of your skill to your Club/Post, school group, or another community group.

Completed _____

6. As a facilitator, conduct a character education activity on an issue relevant to teens with a group of your choice such as your Club/Post, your class, or a club. Record your observations of the group and the process. Make a report from your notes at a Club/Post meeting.

Completed _____

- 7a. Prepare a news release for an upcoming Club/Post activity or special program and give it to the Club/Post officers for approval. Distribute the news release to local media.

OR

- 7b. Prepare a news release for an upcoming activity or special program for a group such as your Club/Post, your school class, or another group. Make sure you get approval before you release it to the media.

Completed _____

8. Develop a plan to make news or newsworthy opportunities for your Club/Post or another group approved by your officers. Use one of the following ways to create news: (a) Stage an event; (b) work with a newspaper, radio, or TV station on a project; (c) arrange an interview with the adult leader; (d) organize an awards presentation in the Club/Post; (e) tie in to a well-known week or day; (f) organize a tour.

Completed _____

9. Produce for your council, Club/Post, or group of your choice a public service announcement (PSA) approved by your adult leader. Take a color slide, photo, or video clip that is an interesting representation of what you are promoting, develop a brief script, and submit both to the public service director of a local media outlet.

Completed _____

- 10a. Prepare a personal résumé that you would use in applying for a job.

- 10b. Have a friend act as an interviewer while you role-play an interview for a job.

- 10c. Discuss with two adults what they did to prepare for their careers, what they think is important to include on a résumé, and what they think is important when interviewing. Let them critique your résumé.

- 10d. Research careers in the field of communications or public relations. Write a one-page statement on the education, skills, and training needed for one that you are interested in. Talk over with your adult leader or make a brief presentation to your Club/Post on what you have discovered.

Completed _____

11. Write a review on how communications affect the day-to-day activities of individuals and the public.

Completed _____

Communications Career Achievement Award

12a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on a subject of your choice.

12b. Write to an individual or organization to request information on a subject of your choice.

Completed _____

13. Create a Web page for yourself or to give information about your Explorer Club/Post, group, school class, or another organization. Include at least one article and one photograph or illustration.

Completed _____

14. Attend a regional or national communications conference as either a staff member or participant.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/communications/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

ENGINEERING CAREER ACHIEVEMENT AWARD



Engineering Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1a. Build a switch magic project.

1b. Display and demonstrate your project at a Club/Post meeting or in another public place.

Completed _____

2a. Build a small Jacob's ladder (high-voltage arc).

2b. Demonstrate your project at a Club/Post meeting, community group, class, or other group meeting.

Completed _____

3a. Learn soldering techniques by building a self-contained, solid-state signal injector that will enable you or another person to troubleshoot the simple way.

3b. Demonstrate what you have learned about soldering to your Club/Post, another Club/Post, a community group, or another group.

Completed _____

4. Build an ohmmeter that will show a person's grip strength and display it.

Completed _____

5a. Build a model of a space station.

OR

5b. Make a tabletop display on the concept for a space station. Show the display at your Club/Post or another group meeting.

Completed _____

6. Tour a manufacturer of soft and/or hard goods, such as automobiles, radios, TVs, paint, oil and gas, batteries, etc. Share what you see and/or learn with other Explorers or students.

Completed _____

7. Learn how to construct electronic dice in which, when the "roll" button is depressed, all 14 LEDs go on, and then a "roll-down" similar to the effect obtained when regular dice are thrown.

Completed _____

Engineering Career Achievement Award

8. Learn and teach other Explorers, students, or youth groups how to construct a model bridge out of basswood and glue.

Completed _____

- 9a. Either participate in or organize and lead a contest to construct a paper airplane and test it in three areas: weight, time aloft, and aesthetic design.

OR

- 9b. Either participate in or organize and lead a contest to build vehicles propelled by a mouse trap spring or a rubber band.

Completed _____

10. Design a playground set, bench area, garden trail, pedestrian bridge, or pavilion for a park, school, retirement home, etc. If possible, build your project.

Completed _____

11. Tour a construction site with an engineer. Discuss various jobs done on the site. What are the steps in the construction process? What role did a civil engineer play? Other engineers? Ask about the inspection process.

Completed _____

12. Explain the work of six of the following types of engineers: civil, mechanical, chemical, electrical, industrial, agricultural, aeronautical, mining, astronomical, metallurgical, nuclear, biomedical, ceramic, and petroleum.

Completed _____

13. With your adult leader's advice, select a subject to research in engineering. Research publications and interview experts. Tell what you learned and where you got the facts.

Completed _____

14. Visit five Internet Web sites to discover three new trends in computers or computer programming. Or find out about five engineering professional organizations. Write about the three new trends or the five organizations in a two-page report for your adult leader.

Completed _____

15. Obtain information on five colleges or universities that offer engineering as a major course of study. Prepare a presentation for your Club/Post that includes (a) what engineering programs are offered, (b) what the admission requirements are, and (c) what the graduation requirements are for a bachelor's degree. Have the college mail information to you so you can share it with other Explorers, high school students, or another group.

Completed _____

16. Attend a regional or national engineering conference as a staff member or participant.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/engineering/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

FIRE AND EMERGENCY SERVICES CAREER ACHIEVEMENT AWARD



Fire and Emergency Services Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

- 1a. Learn the basic chemistry of fire.
- 1b. Diagram the fire triangle and tetrahedron using simple visual aids.
- 1c. Explain the different products of combustion.
- 1d. Define the three physical stages of matter in which fuels are commonly found.
- 1e. Explain the differences between the characteristics and ease of ignition.
- 1f. Make a tabletop display or presentation for your Club/Post, another Club/Post, your group, or another community group.

Completed _____

- 2a. Visit our local emergency communications center.

- 2b. Discuss the operations and career opportunities.

Completed _____

- 3a. Demonstrate to a group the three physical stages of matter using a spray bottle or aerosol can, a wooden block, and fuel oil.

- 3b. Identify three products of combustion commonly found in structural fires that create a similar hazard.

Completed _____

- 4a. Share with others the different classifications of portable fire extinguishers and the fuels they are able to extinguish.

- 4b. Demonstrate that you know how to properly and safely use a portable fire extinguisher.

Completed _____

- 5a. Identify different types of approved personal protective equipment that firefighters wear.
Completed _____
- 5b. Make a tabletop display for or presentation to a group on the various components of personal bunker gear—what each component's function is, and how to properly maintain it.
- 5c. Demonstrate the use of a self-contained breathing apparatus.
Completed _____
6. Learn and then teach someone else how to use and tie service knots: a bowline, a clove hitch, a figure eight on a bight, a becket or sheet bend, an overhand safety knot, and a half hitch.
Completed _____
7. Complete the American Red Cross Emergency Response or Emergency (EMT-B) Medical Technicians Basic Course.
Completed _____
- 8a. Learn how to protect your skin, eyes, and respiratory tract from the environment.
- 8b. Identify and explain three personal preparations rescuers are required to make to avoid physical threats to rescue operations and to increase the chances of rescuer survival.
- 8c. Know the proper clothing, headgear, and footwear for search and rescue.
Completed _____
- 9a. Learn the proper use of shelter and lighting for the most effective search-and-rescue environment.
- 9b. Know how the environment can influence a search and components of a rescue.
- 9c. Learn about and describe the initial actions for any rescue situation.
Completed _____
10. Participate in a mock disaster.
Completed _____
11. Attend a regional or national emergency services conference.
Completed _____
12. Participate in an actual or practice search-and-rescue operation.
Completed _____
13. Learn about and demonstrate the proper way to use and maintain fire hoses and ladders.
Completed _____
14. Tenure—Awarded to those Explorers who complete one year of satisfactory service to the Club/Post.
Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/fire-service/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

HEALTH CAREER ACHIEVEMENT AWARD



Health Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1a. In writing, tell what is meant by the term “primary care” with regard to a medical specialty. Briefly describe in your written report the types of work physicians do in the following “core” primary care specialties:

- (1) Internal medicine
- (2) Family practice
- (3) Obstetrics/gynecology
- (4) Pediatrics
- (5) Psychiatry
- (6) Surgery

1b. Describe the additional educational requirements for these specialties.

1c. Make an oral presentation to your Club/Post, class, or another group, sharing the above information.

Completed _____

2. Lead a discussion in a group or make a presentation to a group on the following topics:

- (a) The roles medical societies, the insurance industry, and the government play in influencing the practice of medicine in the United States.
- (b) How your state monitors the quality of health care within its borders, and how it provides care to those who do not have health insurance.

Completed _____

3a. Research the differences in the health care delivery systems of the United States, Canada, and Mexico.

3b. Using your research, make a presentation to your Club/Post, another Club/Post, a community group, your school class, or another group.

Completed _____

4. Complete the American Red Cross course First Aid—Responding to Emergencies.

Completed _____

- 5a. Study careers in dentistry. What are the different specialties in dentistry and what do such specialists do? Report what you learned in either a display or presentation to your Club/Post or another group.

OR

- 5b. Prepare a four-part outline on jobs in dentistry. Under the headings “dentist,” “dental hygienist,” “dental assistant,” and “dental laboratory technician,” list the kinds of duties, education needed, costs of education, length of training, and other information about these jobs. Report what you have learned in either a display or presentation to your Club/Post or another group.

Completed _____

- 6a. Describe two different kinds of work that a neurologist, pathologist, and geriatrics specialist do.

- 6b. Explain the differences in college courses for training each of these workers.

- 6c. Call and recruit a neurologist, pathologist, and geriatrics specialist to give a presentation on his or her career to your Club/Post.

Completed _____

- 7a. Research five diseases of animals that can be transmitted to humans.

- 7b. Make a presentation to your Club/Post or another group on your findings.

OR

- 7c. Make arrangements for your Club/Post to visit and tour a veterinary clinic or hospital.

Completed _____

8. Individually or with your Club/Post, visit your city, county, or state public health agency. Make a presentation to your Club/Post, class, or another group including the following topics:

- (a) How these services affect people.

- (b) Identify the four leading causes of death (mortality) in your community for any of the past five years. Compare these with the four leading causes of hospital admissions (morbidity) in your community. How is the public health agency you visited involved in trying to reduce both the mortality and morbidity of these leading causes of illness and disability?

Completed _____

9. Individually or with your Club/Post, visit a restaurant kitchen or another commercial food service facility and observe food preparation, handling, and storage. Find out the following:

- (a) How can foods become contaminated?
- (b) What conditions allow microorganisms to increase in food?
- (c) How can microorganisms in food be killed?
- (d) How should dishes and utensils be washed in restaurants or at home?

Completed _____

10a. Determine how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.

10b. Prepare a first aid kit for your home. Display and discuss its contents with your family.

10c. Make a presentation to your family, Club/Post, or another group on how to prepare for household emergencies and how to prepare a home first aid kit.

Completed _____

11. Discuss with your adult leader the influence that eight of the following people or events had on the history of medicine:

- | | |
|--------------------------------|-----------------------------|
| (a) Hypocrites | (i) Joseph Lister |
| (b) The invention of gunpowder | (j) Robert Koch |
| (c) William Harvey | (k) Wilhelm Conrad Roentgen |
| (d) Antonie Van Leeuwenhoek | (l) Marie and Pierre Curie |
| (e) Edward Jenner | (m) Walter Reed |
| (f) Florence Nightingale | (n) Karl Landsteiner (g) |
| Louis Pasteur | (o) Alexander Fleming |
| (h) Gregor Mendel | (p) Jonas Salk |

Completed _____

12. Explain the Hippocratic Oath to your adult leader and compare the original version to a more modern one. Discuss to whom those subscribing to the original version of the oath owe the greatest allegiance.

Completed _____

13. Serve as a volunteer at a health-related event or facility in your community (e.g., blood drive, "health fair," blood pressure screening, etc.).

Completed _____

14. Attend a regional or national health careers conference.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/health/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

LAW AND GOVERNMENT CAREER ACHIEVEMENT AWARD



Law and Government Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1. Learn the definition of *law*. Tell some of its sources. What are the sources of United States law and your state's law? Describe functions of the court system.
Completed _____
2. Make a presentation to your Club/Post or another group covering the Code of Hammurabi, the Justinian Code, and the Magna Carta.
Completed _____
3. Make a presentation to your Club/Post or another group covering the development of the jury system.
Completed _____
4. Make a presentation to your Club/Post or another group covering two famous trials in history.
Completed _____
5. Visit an attorney or judge. Find out about civil law and criminal law and the main differences between them. Ask for examples of each. Ask the attorney or judge about his or her career, work schedule, and educational background.
Completed _____
6. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Go to a law enforcement officer in your neighborhood and ask him or her about his or her responsibilities and duties. Discuss your findings with your Club/Post, class, or another group.
Completed _____
7. Learn how to make or write a legal contract. Learn about laws that have been passed to protect consumers and sellers. Find out the name of at least three organizations that help protect consumers.
Completed _____
8. Visit a civil or criminal court. Write 250 words or more on what you saw.
Completed _____
9. Plan and conduct a mock trial with your Club/Post, a community group, a school class, or another youth group. After the trial is over, discuss it with the group.
Completed _____

Law and Government Career Achievement Award

10. Arrange a visit with a lawyer who works for a business, bank, title company, or government. Find out his or her duties and responsibilities. Report what you learn to your Club/Post, a school class, or another community youth group.

Completed _____

11. Find out the requirements for becoming a lawyer in your state.

Completed _____

12. Describe how judges are selected in your state.

Completed _____

13. Make a tabletop display highlighting at least 15 jobs that deal with some aspect of law or legal processes. Note which you prefer and why. Display at a Club/Post meeting or in another public place.

Completed _____

14. Visit your city, county, or other municipality manager to find out the service he or she oversees. Ask about relationships with the elected leadership. Ask about budgets and expenditures. Ask about the educational background of the manager.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/law/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

LAW ENFORCEMENT CAREER ACHIEVEMENT AWARD



NAME: _____

The Law Enforcement Career Achievement Award recognizes Explorers who have completed select achievements and engaged in various practical experiences that will assist them in making an informed decision about a career in law enforcement or a related profession in the field of criminal justice. Explorers must complete nine (9) of the following achievements in order to qualify for the award. Achievements annotated with an asterisk (*) are required to earn the award.

Law Enforcement Achievements

1. * Earn Law Enforcement Training Proficiency Award.

Date Completed _____ Adult leader Initials ____

2. Complete a certified Law Enforcement Exploring Advanced Training Program. Certification requirements for agencies or organizations providing Basic and/or Advanced Law Enforcement Exploring Training are outlined in the Law Enforcement Exploring section of the Learning for Life website.

Date Completed _____ Adult leader Initials ____

3. *Earn Community Service Proficiency Award — NOTE: The 100 hours of community service mandated for this award exceeds the level of community service required for the Career Achievement Award for all Exploring career interest programs.

Date Completed _____ Adult leader Initials ____

4. * Earn Law Enforcement Exploring Physical Fitness Proficiency Award. — NOTE: An Explorer who is unable to earn this award due to a medical condition or physical disability can fulfill this achievement by reviewing information in Cognitive Assessment Study Guide for this award, passing the Cognitive Assessment test with a minimum score of 90%, and making a presentation to the Post on the importance of physical fitness, proper nutrition and stress management for law enforcement officers.

Date Completed _____ Adult leader Initials ____

5. Earn Crime Prevention Proficiency Award — NOTE: The mandated 25 hours of service in support of sponsoring agency crime prevention projects can be applied to the 100 hours of service required for the Community Service Proficiency Award.

Date Completed _____ Adult leader Initials ____

Law and Government Career Achievement Award

6. * Earn Law Enforcement Service Proficiency Award — NOTE: The required 25 hours of service required for the Crime Prevention Proficiency Award can be applied to the 100 hours of service required for the award.

Date Completed _____ Adult leader Initials ____

7. * Earn Emergency Preparedness Proficiency Award

Date Completed _____ Adult leader Initials ____

8. Earn Firearms Training Proficiency Award

Date Completed _____ Adult leader Initials ____

9. Earn Drug Abuse Proficiency Award

Date Completed _____ Adult leader Initials ____

10. Attend a biennial National Law Enforcement Exploring Conference or a state, regional or local conference or academy that is a minimum of 3 days in duration and primarily focuses on law enforcement training, competition or other related activities.

Date Completed _____ Adult leader Initials ____

11. Attend a biennial National Law Enforcement Exploring Leadership Academy or a certified local, state or regional Law Enforcement Exploring Leadership Academy.

Date Completed _____ Adult leader Initials ____

12. Provide a minimum of 25 hours of program support to a Middle School Explorer Club with a career interest in Law Enforcement.

Date Completed _____ Adult leader Initials ____

13. Observe (a minimum of 5 hours) a state and/or federal criminal trial and make presentation to

Post regarding the basis for the trial and observations about the proceedings and protocol.

Date Completed _____ Adult leader Initials ____

14. Conduct an analysis of a litigated police misconduct case and present a report to the Post detailing the allegations, facts & disposition of the case. Following the presentation, lead a discussion about the conduct of the officers involved within the contexts of ethics and professionalism in law enforcement.

Date Completed _____ Adult leader Initials ____

15. Visit a Forensic Laboratory and make presentation to Post on any one element of forensic (i.e. fingerprints, DNA, digital evidence, impression and pattern evidence, etc.) processing and how first responders to a crime scene can best identify and preserve such evidence until crime scene specialists arrive.

Date Completed _____ Adult leader Initials __

Resources

Law Enforcement Exploring Program Guidelines

Law Enforcement Exploring Resource Guide for Adult Leaders

Law Enforcement Exploring Proficiency Award requirements found at the Law Enforcement Exploring website <http://exploring.learningforlife.org/services/career-exploring/law-enforcement/>

Qualifying Achievements

A leaders are permitted a reasonable degree of latitude in substituting or modifying non-required achievements that serve to meet the qualifying requirements for the Learning for Life Law Enforcement Career Achievement Award. In order to maintain the spirit and integrity of the award each adult leader should judiciously exercise the authorization of any substitute or modification to an award achievement.

Requirements

An Explorer must complete nine (9) of the above outlined achievements, including the five (5) required achievements annotated with an asterisk (*), to earn the Law Enforcement Career Achievement Award. The adult leader submits a Career Achievement Award application, certifying an Explorer has met all requirements for the award, and submits it to the local Learning for Life or Exploring representative for authorization of the award and to order the recognition certificate (Item No. 32194).

SCIENCE CAREER ACHIEVEMENT AWARD



Science Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1. Make three-dimensional models of the atoms of the three isotopes of hydrogen. Show neutrons, protons, and electrons. Make a presentation at a Club/Post meeting, community youth group, school class, or other group meeting using these models to explain the difference between atomic weight and number.

Completed _____

2. Write a 500-word essay telling who any five of the following people were and explain what each of the five discovered in the field of atomic energy. Also, explain how any one person's discovery was related to another person's work. Henri Becquerel, Niels Bohr, Marie Curie, Albert Einstein, Enrico Fermi, Otto Hahn, Ernest Lawrence, Lise Meitner, Wilhelm Roentgen, and Ernest Rutherford.

Completed _____

- 3a. Build an electroscope. Put a radiation source on or near the terminal.

- 3b. Demonstrate at your Club/Post meeting or another youth group meeting how it works. Explain any difference seen. Explain how you made the electroscope.

Completed _____

- 4a. Build a model of a reactor.

- 4b. Make a presentation to your Club/Post or another youth group explaining how the reactor works. Explain the function of the fuel, the control rods, the shielding, the moderator, and any cooling material. Explain how a reactor could be used to change nuclear energy into electrical energy or make things radioactive.

Completed _____

- 5a. Make and use a simple electromagnet.

- 5b. Show magnetic attraction and repulsion.

- 5c. Make a presentation to your Club/Post, your class, or another youth group explaining how to use the knowledge you have acquired about magnetic attraction and repulsion.

OR

- 5d. Create a tabletop display using the knowledge you have acquired about magnetic attraction and repulsion and display it at a Club/Post meeting, in your classroom, or in other public area.

Completed _____

6. With your Club/Post, another community youth group, or your school class, define *chemistry* and tell what chemicals are. Cover the following topics:

- (a) Explain the difference between atoms and molecules and between compounds and mixtures.
- (b) Prepare and present a list of 10 chemicals found in your home and explain their uses.
- (c) Tell the difference between a chemical reaction and a physical change.
- (d) Tell how chemicals in your home are safely stored and how to dispose of them safely.

Completed _____

7a. Learn about and be able to define *inorganic chemistry*.

7b. Carry out an experiment to show three different ways of protecting iron or steel from rusting.

7c. Tell why aluminum doesn't rust the way iron does.

7d. Do an experiment in which one metal makes another metal deposit from solution.

7e. Explain what takes place in terms of the activity series of metals.

Completed _____

8a. Make a presentation to your Club/Post or another group on ONE of the following:

- (a) The formula for ozone. Tell where ozone is found. Tell how it is a pollutant but also necessary for a healthy environment.
- (b) The formula for carbon dioxide. Tell how it can cause the greenhouse effect.
- (c) The formula for sulfur dioxide. Explain what acid rain is. What does pH measure? Measure the pH of rain or a body of water near your home. Tell how acid rain can be prevented.

OR

8b. Make a tabletop display using (a), (b), and (c) above. Display at your Club/Post meeting or in another public place.

Completed _____

9. Demonstrate the flow of heat energy. Use your demonstration with your Club/Post or another group to explain in your own words the ideas of heat, temperature, kinetic energy, calorie, and the laws of thermodynamics.

Completed _____

10. Make presentations to your Club/Post or another group giving an example of each of the following forms of energy: heat, light, mechanical, electrical, chemical, and atomic. Prepare a table showing devices for each of the forms of energy that will convert each into another form of energy. Describe the idea of trade-offs in energy use.

Completed _____

Science Career Achievement Award

- 11a. Write a 500-word essay listing the main salts, gases, and nutrients in seawater. Describe some important properties of water. Tell how the animals and plants of the ocean affect the chemical composition of seawater. Explain how differences in evaporation and precipitation affect the salt content of the oceans.

OR

- 11b. Make a presentation of the topics above to your Club/Post or another group.

Completed _____

12. Do materials science experiments to show the differences in strength and heat conductivity of wood, plastic, and metal. Explain how this affects building design. Discuss what you have learned with your Club/Post, your class, or another group.

Completed _____

13. Develop a project that would help solve an environmental problem, reduce a negative environmental effect, or increase environmental awareness in your community. Include plans for a specific project that your Explorer Club/Post, your school class, or another community group could do.

Completed _____

14. Attend a regional or national science career conference as either a staff member or a participant.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/science/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

SKILLED TRADES CAREER ACHIEVEMENT AWARD



Skilled Trades Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1a. Identify five different kinds of wood and state each wood's characteristics and suitability for different purposes.

1b. Make a tabletop display or presentation on this subject to your Club/Post, another Club/Post, or a community youth group.

Completed _____

2a. Learn how to use five different hand tools and demonstrate their use to a group.

2b. Demonstrate the safe use of common power tools, such as an electric drill, power saw, sander, or nail gun.

2c. Learn and demonstrate important safety features of various power tools.

Completed _____

3a. Learn how and then demonstrate how to properly care for tools.

3b. Learn how to sharpen a chisel or plane.

3c. Learn how to sand wood manually and with a power sander.

3d. Learn how to make a simple 45-degree miter cut, and then learn how to make a compound miter cut.

Completed _____

4a. Build a shelf, birdhouse, flower box, or other wood project using hand tools.

4b. Lead a community youth group, school class, or day-care center group in building a wood project.

Completed _____

5a. Learn and demonstrate how to read blueprints.

5b. Design a blueprint for a personal project or help another Explorer or youth develop a blueprint.

Completed _____

Skilled Trades Career Achievement Award

6a. Tour a residential or commercial job site to watch carpenters at work, or work as an assistant for a day.

OR

6b. Work on a construction project, such as one for Habitat for Humanity.

Completed _____

7a. Learn and demonstrate mechanical drawing skills by making detailed drawings of a mechanical device.

7b. Visit a drafting company that uses a computer-aided design (CAD) system to see how computers are used in design work.

Completed _____

8a. Make a schematic drawing that explains how hot and cold water pipes work in your home.

8b. Learn how to protect pipes from freezing in cold weather.

8c. Learn the advantages and disadvantages of using PVC and copper pipe for plumbing purposes. Determine code requirements for using these materials in your area.

8d. Make a tabletop display or presentation for a group on this subject.

Completed _____

9a. Arrange a tour of a Federal Aviation Administration (FAA) facility.

9b. After the tour, lead a Club/Post discussion on the function and job requirements of that facility.

Completed _____

10a. Learn how manual and automatic automobile transmissions work.

10b. Learn how the entire drive train of an automobile works.

Completed _____

11a. Take down and reassemble a carburetor or equivalent part.

11b. Learn the function of several different tools mechanics use, including computer diagnostic equipment.

Completed _____

12a. Develop a plan to use your acquired skilled trades' skills to help your community, such as building or fixing something in a day-care center, school, or community center.

OR

12b. Use your skilled trades' skills as a volunteer on a Habitat for Humanity project or similar construction project.

Completed _____

13. Explain 10 electrical terms, such as *volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, circuit, or short circuit.*

Completed _____

14. Attend a regional or national skilled trades career conference as either a staff member or a participant.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/skilled-trades/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers or Learning for Life participants can earn any Career Achievement Award in one or all of the 12 career Fields. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The adult leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

SOCIAL SERVICES CAREER ACHIEVEMENT AWARD



Social Services Achievements

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1a. Interview a teacher, guidance counselor, or administrator to find out what attracted that person to a profession in education.

1b. Find out what education is required to be a teacher, a guidance counselor, and an administrator. Also find out about the availability of teaching positions in your community and state.

Completed _____

2a. Research the correlation between student achievement and teacher expectation. Example: Do teachers expect less from low-income students? Do teachers' high expectations produce high performance levels regardless of social or economic standing?

2b. Using your findings, make a tabletop display or presentation to a group, such as your Club/Post, another Club/Post, or other community group.

Completed _____

3a. Find out what it takes to be a foreign exchange student or to host a foreign exchange student.

3b. Become a foreign exchange student, host a foreign exchange student, or interview someone who is or has been a foreign exchange student to find out about his or her experiences.

3c. Find out which state has the most foreign exchange students and which countries the United States sends the most students to. Then find out which country sends the most students to the United States.

Completed _____

4a. Arrange to tour at least one other school in a different social environment than yours, such as an inner-city, rural, suburban, or private school.

4b. List similarities and dissimilarities to your school. Identify problem areas you noticed and possible solutions.

Completed _____

- 5a. Be a teacher's aide on a class trip or outing for younger children.
OR
- 5b. Lead a young children's group, such as a kindergarten class, elementary class, or others, on a nature trail, outdoor activity, or day camp.
OR
- 5c. Tutor the children of migrant workers, youth in a disadvantaged community, or someone learning to read.

Completed _____

- 6a. Learn how much money your community, state, and nation spend on education. What are the revenue sources for this money? Are there restrictions on how the money is spent?
- 6b. Research the origins of the public school system. Have the purposes of public education changed since its beginning?

Completed _____

- 7a. Research how your school district is governed. Is your superintendent appointed or elected? Are your school board members appointed or elected?
- 7b. Interview a school board member or superintendent to find out about his/her job and responsibilities.
- 7c. Attend a school board meeting.

Completed _____

- 8a. Pick out any simple skill, such as brushing your teeth, driving a car, making a bed, or balancing a checkbook. Make a teaching outline and then teach a class or group about the subject. Have them critique your teaching skills.
OR
- 8b. Attend a class or seminar that teaches teaching/presentation skills.

Completed _____

- 9a. Attend a theater production. Write a critique on the work in the area of set design, decorations, and costume design.
OR
- 9b. Produce and direct a play or puppet show for a group of younger children, such as a day-care center, kindergarten class, or elementary class.

Completed _____

- 10a. Learn how computers help your schoolwork.
- 10b. Make a tabletop display for your class or school on the importance and use of computers in the school environment.

Completed _____

11a. Interview two people other than teachers or school administrators and find out the following:
Where were they educated? What were they trained in? How did this help prepare them for the life they now live? Find out how each continues to educate himself or herself.

11b. Write a report on your findings.

Completed _____

12a. Choose ONE of the following activities and devote at least four hours of service to that activity:

- (a) Read to a sick, blind (contact the American Foundation for the Blind at 1-800-232-5463), or homebound person in a hospital or extended-care facility.
- (b) Perform volunteer work at your school or public library.
- (c) Read stories to younger children, in a group or individually.
- (d) Help with a literacy program (for information, contact the National Institute for Literacy: 800 Connecticut Avenue NW, Suite 200, Washington, DC 20006; phone—1-800-228-8813; Web site—<http://novel.nifl.gov>) and discuss your participation with your adult leader.

Completed _____

Resource

Learning for Life Web site <http://exploring.learningforlife.org/services/career-exploring/social-services/>

Qualifying Achievements

Because of the design and flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

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ARTS & HUMANITIES



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Act a major part in a play		
2	Assist your local theatrical group in the production of a play		
3	Assist your local radio station in the production of a show		
4	Create a game of posing and creating scenes		
5	Create a storyboard		
6	Create a mini feature for your school or post		
7	Create a pantomime about emotion and drama in music and paint		
8	Create a pantomime about emotion and drama in music and paint		
9	Create a tabletop display of a advertising plan		
10	Create exercises to study about movement, body language, and the ability to consciously control our movements and the impressions we make with them		
11	Create a digital photo album		
12	Create the format (border and title block) before starting		
13	Critique set design, decoration and costume design by attending a theatre production		
14	Demonstrate six motion picture shooting techniques		
15	Design a flyer, T-shirt, or program, and produce it		
16	Design an advertising plan layout		
17	Design five costumes		
18	Design the set and make a model		
19	Develop mirroring exercises		
20	Take photos for the local newspaper		
21	Direct a play at least 10 minutes		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
22	Do a puppet show for children in an institution or hospital		
23	Ride-a-long with a local news crew		
24	Draw a schematic/electrical drafting		
25	Electronic/digital print a design		
26	Explain and demonstrate the proper elements of a good motion picture		
27	Explain the typeface you used on a design		
28	Explain which printing process is best for a printing design		
29	Four tiles of your design		
30	Have a music festival		
31	Have a creative arts festival		
32	Have a weekend with another Explorer post		
33	Have a weekend with another Explorer post		
34	Help establish a theater-in-the-park for your community		
35	Help establish a creative arts program at the local childrens' hospital		
36	Investigate the career		
37	Investigate the career of food photography		
38	Invite an artist to tell about their preparation and career		
39	Learn backstage support for artistic productions		
40	Learn CAD system by visiting a drafting company		
41	Look at the role of the arts as economic enterprise - employment, taxes, consumer buying, or tourism		
42	Make a box using slab method		
43	Make a flat tray or dish from clay		
44	Make a human or animal figurine		
45	Make a pottery form and fire it		
46	Make a scale drawing/mechanical drafting		
47	Make a vase or jar with the coil method		
48	Offset lithography production of a design		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
49	Make two drawings of pottery forms—one recognized design, one of your design		
50	Participate in the local food drive, blood drive, etc.		
51	Plan a weekend on a COPE (Ropes Course)		
52	Plan and carve in low relief a design on some simple object and prepare for finishing		
53	Plan and carve in the round a simple object and prepare for finishing		
54	Plan and weave a large basket or tray, using reed, raffia, or splints		
55	Plan yearly activities to a finale of a play, movie, art show, fashion show, etc.		
56	Prepare a storyboard for a motion picture		
57	Present an advertising display at a post/public meeting		
58	Print a bill of material of the major electronic parts of the radio or circuit		
59	Promote a product or idea with a picture		
60	Put on a show using dance, music, film, drama, etc.		
61	Relief print a design		
62	Render a subject in four different ways: ink, watercolor, pencil, pastel, oil, tempera, etc.		
63	Research and discuss career opportunities in art		
64	Research jobs of director, audio engineer, producer, video engineer		
65	Research what cultural exchanges go on between the U.S. and other countries		
66	Screen print a design		
67	See or read three full-length plays from stage, movies, television, or video		
68	Show stage makeup skills		
69	Tell the story/write the script with descriptions of scenes for a motion picture		
70	Throw a vase on a pottery wheel		
71	Use dimension lines to show actual size		
72	Use orthographic technique to show three views		
73	Use standard drawing symbols of electronic components		
74	Using a CAD system, prepare and plot one of the drawings in 41 or 42		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
75	Using desktop publishing software, identify what hardware and software is appropriate for outputting a design		
76	Videotape a vignette to teach a skill		
77	Visit a commercial in-plant company		
78	Visit a local arts school		
79	Visit a retirement home to do an entertainment evening		
80	Visit a schools graphic arts		
81	Visit newspaper, follow story from editor to press		
82	Visit three Web sites/download info from two		
83	Weave a seat for a stool or chair, using cane or rush		
84	Work at or take part in a park recreational program such as a band concert or play		
85	Write a one-act play at least 10 minutes long		
86	Write a review of plays, commenting on story, acting, and staging		
87	Write your own original play, story, song, etc.		
88	Using your SMARTPhone create a short movie		
89	Attend a dress rehearsal of a play or video shoot		
90	Do a critic's review on the latest movie, music or play		
91	Design a new phone app		
92	Create and your own paper		
93	Learn to how to bind your own books - Make a glue bound paperback book		
94	Visit a floral design studio		
95	Design your own floral arrangement/centerpiece		
96	Visit an interior design studio		
97	Accompany a designer on a worksite		
98	Volunteer at the local art museum		
99	Job shadow a dept. store visual arts designer		
100	Design a playbill for the local theater		

AVIATION



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Aircraft design contest (team exercise)		
2	Airport Operations—Radio Communications and ATC Light Signals		
3	Airport Operations—Traffic Patterns		
4	Attend EAA's AirVenture		
5	Attend a local National Intercollegiate Flying association regional or national flying competition. (NIFA.ORG)		
6	Balloon festival outing		
7	Basic Instrument Maneuvers—Constant Airspeed Climbs		
8	Basic Instrument Maneuvers—Constant Airspeed Descents		
9	Basic Instrument Maneuvers—Radio Communications, Navigation Systems, Facilities, and Radar Services		
10	Basic Instrument Maneuvers—Recovery From Unusual Flight Attitudes		
11	Basic Instrument Maneuvers—Straight-and-Level Flight		
12	Basic Instrument Maneuvers—Turns to Headings		
13	Build & Launch a Model Rocket		
14	Create a mock VFR flight plan and file a flight plan with local flight service. (Team Exercise)		
15	Create a static display / display booth at an airshow to recruit additional youth post members.		
16	Emergency Operations—Emergency Approach and Landing		
17	Emergency Operations—Emergency Descent (aircraft specific)		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
18	Emergency Operations—Emergency Equipment/Survival Gear (operation specific)		
19	Emergency Operations—Systems and Equipment Malfunctions		
20	Fly an Airplane Simulator		
21	Fundraise for your post's travel to Oskosh's "Explorer Base Camp"		
22	Ground Reference Maneuvers—Rectangular Course		
23	Ground Reference Maneuvers—S Turns		
24	Ground Reference Maneuvers—Turns Around a Point		
25	Guest Speakers—Pilots, Mechanics, Avionics, Technicians, Engineers, Flight Attendants, & Military		
26	Instrument identification using an instrument training poster		
27	Invite an aviation professional as a guest speaker		
28	Learn & Demonstrate Lineman Signals		
29	Learn to Rivet		
30	Local fly-in breakfast participation		
31	Navigation—Diversion		
32	Navigation—Lost Procedures		
33	Navigation—Navigation Systems and Radar Services		
34	Navigation—Pilotage and Dead Reckoning		
35	Night Operations—Night Flight		
36	Night Operations—Night Preparation		
37	Operations—Airport, Runway Markings, & Lighting		
38	Participate in a scheduled FAA WINGS safety seminar		
39	Performance Maneuver—Steep Turns		
40	Postflight Procedures—After Landing		
41	Postflight Procedures—Parking and Securing		
42	Preflight Preparation—Aeromedical Factors		
43	Preflight Preparation—Cross-Country Flight Planning		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
44	Preflight Preparation—Minimum Equipment List (aircraft specific)		
45	Preflight Preparation—National Airspace System		
46	Preflight Preparation—Operation of Systems		
47	Preflight Preparation—Performance and Limitations		
48	Preflight Preparation—Weather Information		
49	Preflight Procedures—Before-Takeoff Check		
50	Preflight Procedures—Cockpit Management		
51	Preflight Procedures—Engine Starting		
52	Preflight Procedures—Preflight Inspection		
53	Preflight Procedures—Taxiing		
54	Provide a presentation on favorite aircraft		
55	Share with post members a favorite computer flight simulator		
56	Slow Flight and Stalls—Maneuvering During Slow Flight		
57	Slow Flight and Stalls—Power-Off Stalls		
58	Slow Flight and Stalls—Power-On Stalls		
59	Slow Flight and Stalls—Spin Awareness		
60	Start an airplane building project through buildaplane.org		
61	Takeoffs, Landings, and Go-Arounds—Forward Slip to a Landing		
62	Takeoffs, Landings, and Go-Arounds—Go-Around		
63	Takeoffs, Landings, and Go-Arounds—Normal and Crosswind Approach and Landing		
64	Takeoffs, Landings, and Go-Arounds—Normal and Crosswind Takeoff and Climb		
65	Takeoffs, Landings, and Go-Arounds—Short-Field Approach and Landing		
66	Takeoffs, Landings, and Go-Arounds—Short-Field Takeoff and Climb		
67	Takeoffs, Landings, and Go-Arounds—Soft-Field Approach and Landing		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
68	Takeoffs, Landings, and Go-Arounds—Soft-Field Takeoff and Climb		
69	Tour a Commercial Airport Operations Department		
70	Tour a Flight Department of a Business owning their own Aircraft (NBAA.org)		
71	Tour a local (FBO) Fixed Based Operations		
72	Tour a local law enforcement aviation wing		
73	Tour a University Flight School (UAA.ORG)		
74	Tour a military Airbase (Army, Marine, Navy, Coast Guard, Air Force / Active duty, Reserve, National Guard)		
75	Tour an Aircraft Factory (ex. Boeing, Bell Helicopters, Cessna)		
76	Tour an Air Traffic Control Facility		
77	Tour an Airline Flight Training Center		
78	Tour an Aviation Maintenance School		
79	Visit a (FSS) flight service station		
80	Visit an Aviation Museum		
81	Visit an Ultra Light Aircraft Function		
82	Volunteer at an Air Show		
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BUSINESS



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Advertising campaign preparation		
2	Budget development (basic personal)		
3	Business attire education		
4	Business etiquette demonstration		
5	Business writing skills education		
6	Career panel of top executives (host)		
7	Chamber of Commerce's purpose		
8	Check book education		
9	Coach younger students seeking the Computers merit badge; support community projects planned by professional business organizations; assist public service groups with programming projects.		
10	College night (host event)		
11	Computer skills demonstration (basic)		
12	Conduct seminars on developing communications skills.		
13	Develop a speakers' bureau of people from your community		
14	Develop fashion designs and ask experts to critique.		
15	Develop programs for youth groups, churches, and community organizations to help with family budgets, record keeping, and correspondence.		
16	Develop public service programs for community organizations.		
17	Discuss interviews, placement services, modeling agencies, benefits, salaries, training, job satisfaction, promotion opportunity, and career requirements for fashion and modeling careers.		
18	Discuss the education necessary for different careers.		
19	Discuss training with local corporations or businesses for apprentice positions or after-school/summer work.		
20	Do a comparison study for corporate, government, and private practices.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
21	Go on "Tech Tours"		
22	Have a "year-dated" party for a social activity with a youth group or a senior citizen center.		
23	Host "Business Dinners"		
24	Interview Procedures		
25	Investigate the career possibilities in advertising, including artwork, layout, newspapers, magazines, corporations, government agencies, and radio and television markets, as well as major design corporations that could incorporate any other business career-related subjects		
26	Leadership styles education (different styles)		
27	Investigate the opportunities which would include trust, investment, advertising, public services, security, and teaching		
28	Learn about fabrics, dyes, synthetic materials, leathers, and other materials available to designers.		
29	Learn about federal and local programs to aid small businesses.		
30	Learn proper nutrition, clothing, posture, makeup, and walking for modeling.		
31	Offer assistance to libraries, schools, churches, and community organizations in data processing, secretarial, and banking projects.		
32	Organizational structure education		
33	Phone etiquette demonstration		
34	Phone skills demonstration of proper procedures		
35	Plan a career panel discussion with salespeople, buyers, designers, manufacturers, models, and storeowners.		
36	Plan discussion groups that would involve representatives of various banks, newspapers, advertising groups, and secretarial associations for question-and-answer sessions.		
37	Plan parent/Explorer activities; hold a fashion show with elementary school children and senior citizens.		
38	Plan programs on careers in small businesses, corporations, industries, and associations.		
39	Plan programs on the purposes of local, state, and the national Chamber of Commerce.		
40	Plan programs that can be used in government, research, the stock market, news media, libraries, employment agencies, branch banks, corporate services, and other related field		
41	Profit & loss statements education		
42	Provide banking information or training to assist elderly, disabled, low-income, and disadvantaged people.		
43	Read about and study world trade and the national economy. Provide assistance projects to assist elderly, disabled, low-income, and disadvantaged individuals.		
44	Resume' writing		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
45	Review the ethics, privacy aspects, and regulations related to banking, advertising, data systems, fashion design, and secretarial.		
46	Review the variety of career opportunities in design, engineering, production, sales, installation, service and operation, retail, manufacturing		
47	Review the variety of careers in management/sales, service, finance, and related fields.		
48	Salary & benefits discussion		
49	Sales presentation		
50	Sales presentation preparation		
51	Sponsor a Career Café		
52	Sponsor a Future Focus Expo		
53	Sponsor Career Days		
54	Stock market education		
55	Stock market education and mock trading		
56	Study retail sales, buying, window dressing, alterations, public speaking, and determining styles and trends.		
57	Study small business operations, placement services, salaries, benefits, and interviewing		
58	Study the effect of private enterprise on the community, state, and nation; review taxation, political involvement, and business regulation.		
59	Take sample placement tests		
60	Time management skills education		
61	Tour career, technical schools, and colleges in your area		
62	Visit large department stores, fashion centers, small retail stores, and manufacturers to learn about career opportunities.		
63	Visit the training programs offered by schools, colleges, military, and computer centers. Build a computer.		
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COMMUNICATIONS



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Assist with projects by the Society of Professional Journalists or Public Relations Society of America.		
2	Coach Scouts wishing to earn the Journalism merit badge.		
3	Create a newsletter for your Explorer post		
4	Create a radio or television public service announcement promoting the Exploring program.		
5	Develop programs for the elderly, disabled, youth groups, churches, and community organizations using communications formats		
6	Discuss programs, newspaper articles, radio and television promotions, and how communications affect the day-to-day activities of individuals and the public.		
7	Discuss the education, skills and training needed for these careers.		
8	Do a public relations project for a local community organization		
9	Find out how corporations deal with public relations and how they relate to journalism and broadcasting		
10	Learn about aerobic exercises and ergonomics for office workers and publish informational folder		
11	Plan a parent-Explorer function for disadvantaged children such as a clothing drive or a trip to the local zoo using the media.		
12	Plan a program on the purposes and programs of The National Association of Broadcasters.		
13	Plan fitness and exercise programs or first aid programs for workers		
14	Plan programs on careers in magazines, newspapers, corporate publications, radio, TV, publishing, and freelance writing.		
15	Plan programs on careers in news, advertising, public service, cable television, radio broadcasting, and freelance work.		
16	Plan programs that show the many public relations functions: planning, program development, research and analysis, writing and editing, public speaking, and media relations.		
17	Provide radio-TV, journalism, and public relations projects to assist the elderly, disabled, low-income, and disadvantaged people.		
18	Publish a newsletter or provide media coverage for a local event with churches, hospitals, community organizations, or youth groups.		
19	Research the background of radio, television, newspapers, magazines, and corporate communications		
20	Research the variety of careers in broadcasting: writing, research, editing, proofreading, circulation, engineering, photography, and teaching.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
21	Review ethics, privacy issues, freedom of the press, and broadcasting regulation.		
22	Review local and federal regulations, licensing of radio and television stations, public relations ethics regarding communication programs		
23	Review the variety of careers in public relations: agency, corporation, nonprofit, association, and education.		
24	Secure speakers on mental and emotional fitness and promote this event using the news media and television.		
25	Serve on a public relations committee with another local Explorer post		
26	Serve on the newspaper staffs of local and national Explorer events.		
27	Study the effect of public relations on health care.		
28	Study the effect of the news media on the community, State and nation.		
29	Study the history and development of radio and television.		
30	Design/draw animated cartoons for use in motion pictures or television		
31	Render a series of sequential drawings which become animated		
32	Make a layout design for artwork or copy for a book or magazine		
33	Transform a typewritten manuscript into a book		
34	Design and prepare graphic materials (flyers, brochures, etc...) for a local organization/nonprofit		
35	Volunteer to be a Video Game Play Tester		
36	Research the variety of careers in visual communication design		
37	Photograph events, locations, individuals, educational, and other materials for use in publications or telecast		
38	Create a PSA for print media		
39	Literary Agent		
40	Visit your local broadcast arts college		
41	Lay musical tracks for an original song		
42	Create a blog		
43	Edit an original film created by the post		
44	Visit your local cable company		
45	Take a class at the cable station (video production or camera operation)		
46	Take a behind-the-scene tour of the local radio, television station or newspaper.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
47	Interview a local business person or celebrity for the local radio or television station		
48	Communicate Exploring activities/happenings via social media (Facebook, Google+ or Pinter)		
49	Work with a Public Relations specialist to develop and maintain a favorable image plan for a business client		
50	Develop a communication plan for your local council		
51	Produce your own television newscast		
52	Take photos and create a layout for a magazine or paper		
53	Research the variety careers in information design or information architecture		
54	Design and development a website		
55	Design and development an annual report for the area Exploring posts		
56	Become familiar with Adobe products		
57	Create a multi-media presentation for an Exploring open house		
58	Design and create		
59	Write a speech for a local official addressing a high school		
60	Write, edit and produce a commercial		
61	Assist the Director of Special Events (hotel, golf course) with an upcoming event		
62	Plan a trip to Toastmasters International and learn about public speaking		
63	Create talking points for an interview		
64	Discuss youth protection issues when using social media		
65	Invite an expert to talk about netiquette		
66	Attend a PRSA or NCA community event		
67	Audition for a commercial		
68	Invite a communications student to talk to the post		
69	Organization a production crew for a video shoot		
70	Sound engineer		
71	Develop an event timeline for a press conference		
72	Setup a press conference for the Exploring conference		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
73	Volunteer at PBS station to answer phones during a telethon (community service)		
74	Create and produce "Rip The Runway" for a local dept. store (fashion show)		
75	Announce a high school football or basketball game		
76	Create and organize a local debate tournament		
77	Do a concert sound check with a sound engineer		
78	Learn the different communication roles involved with making movies (boom, audio engineer, director etc..)		
79	Design a line of greeting cards for young adults		
80	Enter a film making contest		
81	Create an ad campaign		
82	Review the fastest growing careers in communications		
83	Do a case study on corporations dealing with a crisis communications issue and what tools they used to solve the problem.		
84	Study the affect of television on youth obesity		
85	Assist the Director of Community Relations (hospital/corporation) review charitable contributions request.		
86	Design a campaign and raise funds for the post		
87	Create a Communications Careers Activities book		
88	Design a plan to communicate with posts nationwide		
89	Plan a trip to visit and find out about the duties of your local city ombudsman		
90	Assist the faculty (HS or College) with commencement ceremonies		
91	Plan and execute Explorer Awards Banquet		
92	Spend a day with a Professor of Communications		
93	Review the variety of careers in Usability and Human Factors (Technical Communication field)		
94	Study how Technical communications affects human behavior		
95	Research the American Society for Indexing		
96	Research the ADDIE process and IDLS model in Instructional Design		
97	Write and produce a commercial jingle		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
98	Write and deliver an election speech for a post position		
99	Contact a video game designer for a Q and A session with the post		
100	Create the concept for a new video game		
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ENGINEERING & TECH



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Action-Reaction rocket construction		
2	Air Force satellite facility		
3	Amusement Parks Rides study of the ups and downs		
4	An Arm and a leg - Bioengineering		
5	Anemometer construction		
6	Attend an engineering conference		
7	Automobile safety		
8	Ball Bounce Experiment		
9	Balloon staging		
10	Barometer construction		
11	Bend the bar - several materials properties when designing		
12	Benefits of Biodiversity		
13	Bio-domes Engineering Design Project - Explore environments, ecosystems, energy flow, and organism interaction		
14	Bio-mimicry: Natural designs - how engineers imitate nature in the design of innovative new products		
15	Bird house construction		
16	Blackouts in large cities		
17	Brain teasers: questions		
18	Break the Tension - concept of surface tension		
19	Breaking beams - designing and building beams using polymer clay		
20	Bridge building		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
21	Bridge types: tensile and compressive forces		
22	Build an approximate scale model of an object		
23	Build propelled vehicles (rubber band-, spring-, or mouse trap-powered)		
24	Build straw towers		
25	Bumps and bruises - protective gear for athletes		
26	Capturing the sun's Warmth - thermal energy storage		
27	CO2 car competition		
28	Construct electronic dice		
29	Design a green rooftop garden		
30	Design a playground set for children		
31	Design a sturdy paper table		
32	Design a tornado proof building		
33	Earthquake city construction		
34	Egg drop		
35	Electromagnet construction		
36	Electronic wheel of fortune		
37	GPS Navigation (design safe bicycle routes using GPS)		
38	Hand-powered winch		
39	How to Retrofit a Building (explore the process of bracing a building with parallelograms to improve sturdiness)		
40	Insect trap construction		
41	Know the roles of six types of engineers		
42	Learn model-bridge building		
43	Learn NSPE's Code of Ethics		
44	Learn paper airplane design		
45	Learn soldering techniques		
46	Lighthouse Redesign (develop a modern interior lighthouse design)		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
47	Living Architecture (Use living trees in architectural designs)		
48	Measuring Velocity		
49	Missile launch		
50	NASA at Kennedy, Johnson, etc.		
51	Nat. Air and Space Museum (Washington, D.C.)		
52	Natural Attic Ventilation (engineer an attic ventilation system in which the air will be exchanged from the attic more often)		
53	Navigating the Wild Blue Yonder		
54	Obtain information on colleges and universities that offer engineering courses		
55	Paper rockets		
56	Participate in a Super Activity:		
57	Participate in engineering competitions:		
58	Participate in engineering science projects:		
59	Participate in National Engineers Week		
60	Prosthetic device construction		
61	Public buildings made accessible to disabled		
62	Robot Movement (sound/touch sensor circuitry-sequential or random movement?)		
63	Rocket car		
64	Roller coaster construction		
65	Rubber band racers		
66	School Building Design		
67	Serve as a mentor for a Mathcounts program		
68	Six ways or more to light a fire		
69	Six ways to avoid spilling coffee while driving		
70	Six ways to move a vehicle without an engine		
71	Six ways to produce electricity		
72	Six ways to use the jet stream		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
73	Solar water heater		
74	Strength in Numbers (determine whether using more layers in laminated wood creates a stronger product)		
75	Structural design in reference to 9/11		
76	Tetrahedral kite construction		
77	The Sheer Joy of Vacuuming (design a new and improved vacuum cleaner with self-changing parts)		
78	Tire House (design an architectural structure using discarded radial tires)		
79	Toothpick Bridge		
80	Tour a construction site with a civil engineer		
81	Use of fiber optics		
82	Using the engineering design method, discuss:		
83	Visit a manufacturer of soft and hard goods		
84	Visit an airport		
85	Visit the Web sites of engineering organizations		
86	Water Purification Technique Study		
87	What IZ it		
88	Windmill windup		
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FIRE & EMERGENCY



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Aerial Ladder Safety & Placement		
2	Aerial truck & equipment review		
3	Arsons prevention program		
4	Basic arson investigation		
5	Basic ladder uses		
6	Basic life support training and skills		
7	Blind Alley LAY		
8	Bottle Swap & Hydro dates		
9	BSA events-camporees, meetings , & Scout Nights, Assist in		
10	Building construction for Fire Service		
11	Cardboard Splint, learn use and application		
12	Cervical Collar, Learn how to apply		
13	Chain of command review		
14	Climb Aerial Ladder with belay line attached		
15	Communications with portable radios		
16	Community service projects		
17	CPR- 1 person		
18	CPR- 2 persons		
19	CPR with AED		
20	CPR with BVM		
21	Cultural diversity training		
22	Deploy Booster Line		
23	Deploy Pre-connected hose Line		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
24	Disaster relief from floods and storms, sandbagging		
25	Education options, research careers in fire service		
26	Emergency Medical Technician skills (EMT) review		
27	Emergency Ops-SCBA		
28	Engine and pump operations		
29	Equipment storage and uses of Engine Co. Equipment		
30	EYES review		
31	FEMA CERT Training, Complete course		
32	Filling SCBA Bottles		
33	Fire behavior		
34	Fire extinguisher types/use		
35	Fire Extinguisher use training		
36	Fire ground safety		
37	Fire Inspections in Businesses		
38	Fire Sprinkler operations		
39	Fire station daily duties		
40	Fire suppression-basic hand line operations, 1-3/4		
41	Fire suppression-basic hand line operations, 2-1/2 hand lines		
42	First Responder Training		
43	Foam Application/Education		
44	Folding Ladder use		
45	Forcible entry techniques and application		
46	Forcible entry tool & Techniques		
47	Forward LAY		
48	Hand tools-use & safety		
49	Hand-jack a Supply Line to Hydrant		
50	Hazmat training-Decon		
51	Hazmat training-Defensive OPS		
52	Hazmat training-PPE		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
53	Hazmat training-R & I		
54	Hazmat training-Technician Demonstrations		
55	Heart rate review		
56	History of fire service		
57	Identify equipment in AID unit		
58	IMS Overview		
59	IMS on Line 100 (FEMA)		
60	IMS on Line 700		
61	Knot types and uses		
62	Ladder Commands		
63	Ladder Company Checks		
64	Ladder Nomenclature		
65	Ladder Raises- Beam 2-4 Persons		
66	Ladder Raises- Flat 2-4 Persons		
67	Ladder safety review		
68	Ladder types and uses		
69	Leadership training/officer development		
70	Learn basic radio communications, CAD use		
71	Mediation skills		
72	Monthly business meeting management-President & Officer training		
73	Multiple Casualty Incident procedures		
74	Nozzle Use & Application		
75	Open houses, Assist at		
76	Operate a AED		
77	Operate a Suction unit		
78	Oxygen regulator; Assist with setting up		
79	Participate in community emergency preparedness activities		
80	Participate in community public relations events		
81	Personal protective equipment and use		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
82	Physical fitness		
83	PT Vital Signs, such as blood pressure, Learn about		
84	Public education such as: Fire Safety & Fire extinguishers		
85	Rehab Ops/use/set-up		
86	Re-load a hose Line		
87	Respiratory rate review		
88	Reverse LAY		
89	RIT Operation (RIC)		
90	Role as Explorer-review Dept. SOGS/SOPS		
91	Roll hose-Double		
92	Roll hose-Single		
93	Roof ladder use		
94	Rope Rescue Technician Skills review		
95	Salvage skills (tarps, runners, etc.)		
96	SCBA Cleaning & Inspection		
97	SCBA components and use		
98	SCBA Daily & Weekly Checks		
99	SCBA Donning Code Method		
100	SCBA Donning Compartment method		
101	SCBA Donning Overhead Method		
102	SCBA Nomenclature		
103	Search and rescue-Skills and techniques		
104	Secure a person to a backboard		
105	Set-up & Supply Master Stream		
106	Set-up oxygen in Aid unit		
107	Shoulder load hose, 2-1/2 & 1-3/4		
108	Special events, Assist with		
109	Special Rescue Operations review		
110	Standpipe evolution		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
111	Stretcher Operations		
112	Team building		
113	Team-SCBA Transfilling; Buddy System		
114	Temperature review		
115	Terrorism: weapons of mass destruction training		
116	Traction device, Learn about		
117	Vehicle placement on scene of traffic accident		
118	Ventilation types and techniques		
119	Vitals (blood pressure)		
120	Water rescue operations		
121	Water supply (urban and rural) Tenders		
122	Water supply and city Systems		
123	Wildfire behavior		
124	Wildland Fire Triangle		
125	Wildland Fires & Interface		
126	Wildland Hand Tool Use		
127	Wildland Hose Deployment		
128	Wildland Shelter deployment		
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HEALTH



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Acute care education		
2	Allergy testing (analyze results)		
3	Ambulance equipment examination		
4	Anesthesia education		
5	Animal surgery observation		
6	Autopsy observation		
7	Balanced meal design		
8	Balanced meal planning		
9	Block Design (test, take, and evaluate)		
10	Blood-borne pathogen safety procedures		
11	Blood-drive (host event)		
12	Burn care education		
13	Case presentation training		
14	Cast training (plaster)		
15	Cavity filling training		
16	College Health Care Night (plan and host event)		
17	Color-blindness testing		
18	CPR training class		
19	Dental crown training		
20	Dental school visit		
21	Dentures (design & fit)		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
22	Diagnose diseases of mouth, gums, teeth education		
23	Disease symptom identification education		
24	ENT disorders comparison		
25	Epidemics education on how to track the source		
26	Equine clinic visit		
27	Ergonomic consulting		
28	Eye disorders identification & explanation		
29	First Aid training		
30	Food inspection education		
31	Forensic Lab Technician job description		
32	Health assessments provided for free		
33	Health career paths (Examine paths)		
34	Health Dept visit		
35	Hearing test training		
36	Hospital administration tour		
37	Immunizations effectiveness evaluation		
38	Insurance coverage education		
39	IQ test results evaluation education		
40	Joint manipulation practice		
41	Lasers education (medical lasers)		
42	Life Flight helicopter tour		
43	Maintain privacy / confidentiality education		
44	Medical records - Importance		
45	Medical records - Updating		
46	Medication side effects evaluation		
47	Medication life cycle education		
48	Medicines - Administer		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
49	Mental health disorders - Learn symptoms		
50	Mock surgery participation		
51	Morgue visit		
52	Non-invasive sports injury treatments education		
53	Nursing careers exploration		
54	Nutritional assessment		
55	Occupational safety assessment		
56	Occupational therapy		
57	Occupational therapy for low-vision		
58	Pain management		
59	Patient education		
60	Patient moving techniques demonstration		
61	Pediatrics		
62	Personal fitness health physical, Conduct a		
63	Personal fitness plan design		
64	Personality profile taken		
65	Pet health check conducted for a neighborhood		
66	Pharmacist career exploration		
67	Pharmacy (visit hospital and retail)		
68	Physical Therapist Interview		
69	Physical therapy equipment education		
70	Lifting and handling techniques		
71	Surgical mask, gown, & gloves proper wear techniques		
72	Prosthetic device custom fitting		
73	Prosthetic device design		
74	Psychological disorders identifying		
75	Pulmonary function tests		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
76	Respiratory Therapy		
77	Educational & licensing requirements for different health careers review		
78	Rorschach test interpretations		
79	Scoliosis screening		
80	Sequence complex tasks for occupational therapy		
81	Speech – language assessment		
82	Speech fluency testing		
83	Speech therapy: crossword puzzles		
84	Speech therapy: Semantics games		
85	Speech therapy: Sign songs		
86	Speech therapy: Simon Says		
87	Sports medicine		
88	Surgery observation		
89	Surgical instrument sterilization		
90	Symptoms of abuse evaluation		
91	Technology assistive devices uses		
92	Teeth cleaning		
93	Trauma unit observation		
94	Triage training		
95	Veterinary clinic visit		
96	Veterinary school visit		
97	Vital signs training		
98	Wound care instructions for patients training		
99	X-rays evaluation and reading		
100	Zookeeper (assist)		
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	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
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LAW ENFORCEMENT



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Arson Investigations		
2	Aviation Support for Law Enforcement Operations		
3	Basic First Aid and CPR Training		
4	Behavior Analysis in Criminal Investigations		
5	Bicycle Safety Inspection & Rodeo for Community		
6	Bike Policing		
7	Biker Gangs: History and Current Status		
8	Bomb Threat Response		
9	Burglary in Progress Response		
10	Burglary/Robbery Investigations		
11	Canine (K9) Operations (and demonstration)		
12	Careers in Law Enforcement (Education and Preparation)		
13	Catastrophic (Emergency) Event Response and Management		
14	Citizen Police Academy (Assistance & Exploring Presentation)		
15	Clandestine Laboratory Investigations		
16	Command Center Operations (and tour/visit)		
17	Communications Center Operations		
18	Community Policing		
19	Computer Forensics		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
20	Conspiracy Law and Investigations		
21	Courtroom Observation (Local, County, State and Federal)		
22	Crime Prevention Programs		
23	Crime Scene Search		
24	Criminal Investigations		
25	Criminal Law and Procedure		
26	Criminology: Theory and Practice		
27	Crisis (and Hostage) Negotiations		
28	Critical Incident Management		
29	Crowd Control Techniques		
30	Cultural Diversity and Human Relations		
31	Dangerous Drugs and Narcotics Investigations		
32	Defensive Tactics for Law Enforcement Officers		
33	Detention and Corrections Operations (and visit/tour)		
34	Domestic Crisis Intervention		
35	Drill Team/Color Guard Training		
36	Drug Abuse Education and Prevention		
37	Emergency Vehicle Operations		
38	Ethics and Professionalism		
39	Evidence Handling and Processing		
40	Financial Investigations and Money Laundering		
41	Fingerprinting : History and Practical Application		
42	Firearms Trafficking and Investigations		
43	Firearms: Safety and Familiarization		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
44	Forensic Laboratory Operations (and visit/tour)		
45	Gang Identification and Investigations		
46	Group Dynamics and Decision Making		
47	Hate Crime Investigations		
48	Homeland Security Operations		
49	Homicide Investigations		
50	Human Trafficking Investigations		
51	Identification Theft Crime Investigations		
52	Intelligence Collection and Analysis		
53	Internet Fraud Investigations		
54	Interpol: Purpose and Function		
55	Juvenile Delinquency		
56	Kidnapping Investigations		
57	Law Enforcement Agency Visits (from/to agencies in area).		
58	Leadership Development Training		
59	Medical Examiner/ Coroner Office Functions (and visit/tour)		
60	Missing Person Investigations		
61	Nuclear and Biological Weapons Investigations		
62	Officer Involved Shooting Protocol and Procedures		
63	Officer Safety and Survival		
64	Organized Crime Investigations		
65	Patrol Procedures		
66	People with Disabilities (Understanding and Interaction)		
67	Physical Fitness and Nutrition for Law Enforcement Officers		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
68	Police Dispatcher Functions and Communication Skills		
69	Practical and Digital Photography for Law Enforcement		
70	Professional Responsibility (Internal) Investigations		
71	Prosecution & Trial Procedures		
72	Report Writing		
73	Ride-Along Procedures for Explorers		
74	Robbery in Progress Response		
75	School Bullying/Violence		
76	School Resource Officer Program and Function		
77	Search Techniques (Person, Structures & Outside areas)		
78	Sexual Predator and Child Exploitation Investigations		
79	Special Weapons and Tactics (SWAT) Operations		
80	Stress Management for Law Enforcement Officers		
81	Suicide Investigations		
82	Surveillance Operations: Physical and Electronic		
83	Task Force Operations (Local, Country, State and Federal)		
84	Team Building Theory and Exercises (Ropes course, etc.)		
85	Telecommunications (Wiretap) Intercept Operations		
86	Telecommunications Protocol and Procedures		
87	Terrorism: History and Evolution		
88	Traffic Accident Investigation		
89	Traffic Control and Enforcement Operations		
90	Traffic Stop: Misdemeanor and Felony		
91	Training Academy Operations (and visit/tour)		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
92	Undercover Operations		
93	Use of Force Continuum		
94	Use of Non-Lethal Weapons in Law Enforcement		
95	Use of Technology in Criminal Investigations and Intelligence		
96	Vehicle Theft Investigations		
97	Vice Operations and Investigations		
98	Victim-Witness Laws, Programs and Functions		
99	White Collar Crime Investigations		
100	Witness Protection Program		
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LAW & GOVERNMENT



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Arrange drug and alcohol awareness presentations.		
2	Assist with public service projects and community events.		
3	Attend meetings and participate as concerned and informed citizens in the decision-making process of public agencies.		
4	Conduct physical fitness programs.		
5	Conduct programs on drug abuse and proper nutrition.		
6	Determine the career interests of Explorers and secure programs and tours.		
7	Develop community service projects.		
8	Develop informational sports or recreation program for youth groups, churches, and community organizations.		
9	Discuss the qualifications, examinations, and skills needed.		
10	Improve swimming and lifesaving skills.		
11	Learn aerobic exercises for use by office workers.		
12	Learn the health and physical requirements of various law and government positions.		
13	Participate in parades and retreat ceremonies.		
14	Plan fitness, sports, and exercise programs.		
15	Plan parent/Explorer activities.		
16	Plan parents' night programs, open houses, and family activities.		
17	Plan programs and competitions in public speaking, languages, writing, and communications.		
18	Plan programs on careers, sports, museums, interpretive centers, and history.		
19	Plan programs on first aid, safety, and personal fitness.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
20	Provide recreation projects to assist the elderly or disabled, low-income, and disadvantaged people.		
21	Provide service projects for charities, churches, youth groups, and other community organizations.		
22	Review the education and training required, promotion opportunities, and benefits.		
23	Review the history, structure, leadership, and mission of various law and government agencies.		
24	Review the variety of career opportunities offered.		
25	Secure speakers and arrange tours of city, county, state, and federal government facilities.		
26	Secure speakers on mental and emotional fitness.		
27	Seek a realistic view of careers in public and private agencies.		
28	Visit historic sites or museums.		
29	Visit local businesses, industries, unions, professional organizations, schools, and institutions.		
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SCIENCE



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	20/20 vision testing		
2	Acid Rain Effects study		
3	Acid Test: How to tell minerals apart *		
4	Air Force satellite facility		
5	Air: Is it Really There? Study		
6	Air mass collisions *		
7	Amusement Parks Rides study of the ups and downs		
8	An Arm and a leg - Bioengineering		
9	Anemometer construction		
10	Angle of heat *		
11	Antacid potency *		
12	Atomic mass of silver *		
13	Baking soda vs. baking powder *		
14	Ball Bounce Experiment		
15	Balloon staging		
16	Barometer construction		
17	Battling with Oxygen - Using gumdrops and toothpicks		
18	Benefits of Biodiversity		
19	Benford's Law *		
20	Bio-domes Project - Explore environments, ecosystems, energy flow, and organism interaction		
21	Birthday paradox *		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
22	Blackouts in large cities		
23	Blood Cell Basics		
24	Brain teasers: questions		
25	Break the Tension - concept of surface tension		
26	Bridge building		
27	Build a Jacob's ladder (high-voltage arc)		
28	Build a switch magic project		
29	Build an approximate scale model of an object		
30	Build an ohmmeter		
31	Build a photobioreactor *		
32	Bury your trash - investigate what types of materials biodegrade in soil		
33	Can you hear me now? *		
34	Capturing the sun's Warmth - thermal energy storage		
35	Charge It! Static electricity		
36	CO2 car competition		
37	Combining iodine & zinc *		
38	Construct electronic dice		
39	Cooled Off (temperature of an object cooled more by evaporating alcohol surrounded by water or air)		
40	Crystal fudge *		
41	Crystal formation *		
42	Darcy's Law *		
43	Demonstrate half-life *		
44	Demonstrate transfer of energy *		
45	Denaturing proteins *		
46	Diet & body temperature *		
47	Does chewing gum help you concentrate? *		
48	Dry ice *		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
49	Eight reasons not to explore Mars		
50	Electromagnet construction		
51	Electron charge density *		
52	Electronic wheel of fortune		
53	Emulsification *		
54	Fireproof a balloon *		
55	Fires burn in different colors *		
56	Free fall: feather vs. dime *		
57	Fungi biodiversity *		
58	Grow algae *		
59	Hand warmers turned Hot Ice Sculpture *		
60	Hand-powered winch		
61	Harvest water from fog		
62	Homemade thermometer construction		
63	How does personality influence movie preference? *		
64	Iodide in salt *		
65	Ionic vs. Covalent bonds *		
66	Is a denser fruit healthier? *		
67	Laser Jet Toner: a magnetic fluid *		
68	Light refraction *		
69	Lord Kelvin's water drop		
70	Los Alamos Nat. Laboratory		
71	Mars Rover races		
72	Measuring Velocity		
73	Missile launch		
74	Natural Attic Ventilation (engineer an attic ventilation system in which the air will be exchanged from the attic more often)		
75	Navigating the Wild Blue Yonder		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
76	Nerve tester		
77	Nervous system relay time (online test) *		
78	Oobleck: solid or liquid?		
79	Oxygen in the air *		
80	Paper circuits *		
81	Paper rockets		
82	Participate in a Super Activity:		
83	Photosynthesis rates *		
84	Plant growth & aspirin *		
85	Polymer properties *		
86	Rainbows study		
87	Ranschburg effect *		
88	Robot Movement (sound/touch sensor circuitry-sequential or random movement?)		
89	Rocket car		
90	Rubber band racers		
91	Salt water energy *		
92	Science of sound		
93	Soapy surface tension *		
94	Soda Pop "Fireworks"		
95	Soda Bottle Greenhouse		
96	Solar oven meal *		
97	Toothpick Bridge		
98	Use of fiber optics		
99	Viscosity, surface tension and temperature *		
100	Water Purification Technique Study		
101	Windmill windup		

* www.education.com - science fair project ideas

SKILLED TRADES



Career Opportunities Worksheet

Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Investigate apprenticeship programs		
2	Investigate the total scope of skilled trades careers in industry, military, government, research, and recreation.		
3	Learn about the history, philosophy, development, structure, activities of the skilled trades field.		
4	Learn isometric exercises that can be used at work.		
5	Organize community cleanup campaigns, assist disabled or elderly people with house repairs		
6	Plan presentations on training programs and study the needs of business, commerce, and industry for skilled employees.		
7	Plan programs and discussion on topics like job safety standards and regulations applicable employers and employees.		
8	Plan programs on that review labor relations and free enterprise system.		
9	Plan programs relating to mental and emotional fitness, health care, and nutrition.		
10	Provide opportunities for Explorers to participate in civic or community service projects.		
11	Review the education, training, and experience required by various careers.		
12	Secure presentation by qualified occupational safety and health authorities.		
13	Secure speakers on future career opportunities in trades, crafts, services, and professions		
14	Study opportunities and prerequisites in a variety of crafts and careers.		
15	Study the benefits offered to skilled trades employees.		
16	Study the physical skill and strength various occupations require.		
17	Study workplace safety, regulations, and programs; plan programs on safety equipment and clothing; learn first aid.		
18	Support local public service programs and blood drives		
19	Support the local United Way or other community projects.		
20	Visit job sites and workplaces.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
21	Work with youth groups to organize sports tournaments		
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	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
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SOCIAL SERVICES



Career Opportunities Worksheet

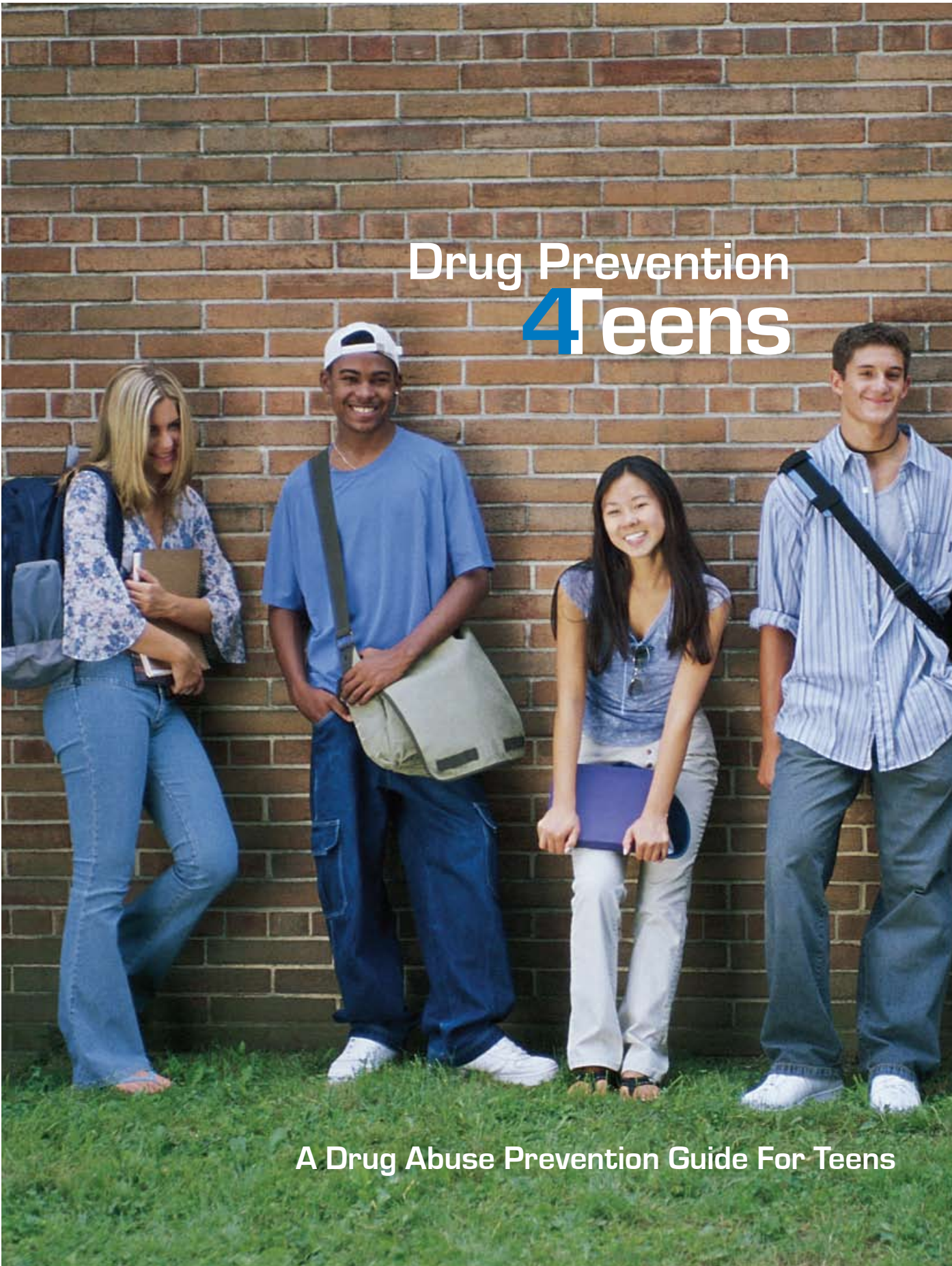
Please brainstorm and add any additional program activities unique to **both** your sponsoring agency **and** any other organizations and facility resources in your area.

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
1	Assist in building simple, inexpensive playground equipment for a mini-park, people's park, or a volunteer childcare facility.		
2	Assist parks and recreation leaders in conducting outdoor games for young children.		
3	Assist with tutoring, coaching, disability therapy, schools and language skills.		
4	Be a day camp counselor or a volunteer in a local hospital.		
5	Be aware of the difference between empathy and sympathy in a helping facility.		
6	Become knowledgeable about the ongoing reclassification of many of these careers, such as greater specialization, changes in entrance requirements, and the varying of educational needs.		
7	Delve into the fundamentals of child growth and development.		
8	Discuss skills needed, how to begin, education and training.		
9	Discuss the special health problems of preschool children with a physician specializing in pediatrics and other medical professionals.		
10	Discuss with a social worker or a public health nurse, the particular problems of young children related to broken homes, child abuse, drug abuse, alcoholism, malnutrition, inadequate housing, and other factors.		
11	Earn the Career Achievement Award in Social Services.		
12	Escort people to places where they need access social services, be a receptionist in a clinic.		
13	Have a community arts and crafts show in a parking lot or park area.		
14	Inspect a playground, school, or other facility and review the safety features of playground equipment and craft supplies.		
15	Know the importance of effective communicaitons.		
16	Know the civil service examinations needed for certain social service positions.		
17	Invite a specialist to brief you on race relations, social problems, child development psychology, and geriatrics.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
18	Learn about the physical development of young children and explore such facets as depth perception, coordination, dexterity, eye-hand coordination, and test these in simple but vigorous outdoor games.		
19	Learn what it means to believe in the inherent dignity of the individual.		
20	Look into the work of several public services agencies. Is there overlapping of some services? How do the agencies relate to each other?		
21	Make recordings for the blind.		
22	Meet with members of a child advocacy organization to learn about child abuse cases, consumer products designed for children, and educational needs of preschool youngsters.		
23	Monitor the amount of violence shown in children's programming.		
24	Observe a child psychologist in action.		
25	Observe how TV programs contribute to the child's learning and social adjustment. Do the same for television commercials directed toward young children.		
26	Observe preschool and nursery school teachers as they deal with young children.		
27	Participate in Explorer Leadership training, Fast Start and Officers Workshop.		
28	Participate in the Life Choices interactive computer game on CD.		
29	Participate in the Local Council Food Drive or conduct a Blood Drive etc.		
30	Plan a weekend campout for children with physical disabilities, a nature hike for underprivileged children, a trip to a local college for older youths, and assist with day camp activities for children with mental disabilities.		
31	Plan career programs for youth groups, schools, vocational groups, mental health centers, prisons, community service organizations and hospitals.		
32	Provide social work projects for community organizations.		
33	Read to or write for those who are unable to do so.		
34	Record the thoughts of post members and then talk to experts.		
35	Review television programs designed specifically for preschool youngsters.		
36	Review with a manufacturer of child products, the way in which these products help the child develop physically, emotionally, and how they aid the learning process.		
37	Role-play someone in need of a helping service.		

	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
38	Schedule a weekend at the local council's COPE Course (rope course).		
39	Secure speakers on mental health, teachers and supervisors of education, city/state representatives for public services, and individuals on employment services.		
40	Select one community service career, such as the social welfare assistance, and take an in-depth look at it		
41	Study the medical, dental, health, educational, and recreational services available to children in the community and undertake a program to inform parents of these services.		
42	Take a public speaking course.		
43	Visit a children's hospital or children's ward to observe how the pediatric nurse relates to her patients.		
44	Visit a Head Start facility to learn how culturally deprived youngsters are stimulated toward learning readiness.		
45	Visit a playground to observe activities for toddlers and preschool children.		
46	Visit a toy store or department store and review the consumer products available. Note how the products are specifically designed to provide for safety and note any discrepancies that might be observed. Call these to the attention of the appropriate consumer organization in the community.		
47	Work with a community action group.		
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	Career-Related Activity Topics	Does your organization have resources?	Who can teach this skill / activity?
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A photograph of four diverse teenagers standing against a brick wall. From left to right: a blonde girl in a floral shirt and jeans holding a book; a boy in a blue t-shirt, jeans, and a white cap with a messenger bag; a girl in a blue top and white pants holding a blue folder; and a boy in a striped shirt and jeans with a shoulder bag. They are all smiling.

Drug Prevention 4Teens

A Drug Abuse Prevention Guide For Teens

Drug Prevention **4**Teens

Table of Contents



Introduction:
Substance Abuse Guide For Teens 1



Part One: **Today's Drug Problem 2**

Extent of Problem 2

Drugs of Abuse 3

- Cannabis • Heroin • Cocaine **4**
- Methamphetamine • Prescription Drugs **5**
- GHB • Ecstasy **6**
- LSD • PCP • Ketamine **7**
- Anabolic Steroids • Inhalants • Over the Counter (OTCs) **8**

Costs to Society 10

Why Do Young People Use Drugs? 11

Attitudes About Drugs 13

What Is Addiction? 15

Drug Treatment 15

What About Drug Legalization? 16



Part Two: **Drug Prevention and Awareness 17**

Principles of Prevention 18

Drug Prevention Programs 20

Prevention Resources 20



Part Three: **What You Can Do 23**

**How Teens Can Assist With
Drug Awareness Programs 23**

Drug Prevention Projects 25



Substance Abuse Guide For Teens



Learning for Life has partnered with the Drug Enforcement Administration (DEA), the federal agency best known for dismantling international and domestic drug trafficking organizations. DEA is also a leader in the prevention community and works with schools, parents, communities, and the public to provide accurate information on the harm drugs cause. Learning for Life groups, posts, and participants embrace these efforts in our communities and, with DEA Special Agents across the nation, hope to have an impact on teen drug use in our country.

Learning for Life and the Drug Enforcement Administration consider young people to be a valuable resource in preventing substance abuse. Whether you make a personal decision not to use drugs, help educate your peers about the dangers of drugs, or inform members of the community about the damages caused by drug use and trafficking, you are making a difference in combating this problem.

Jointly, we are pleased to present this program guide to supplement Learning for Life programs.



Part One: Today's Drug Problem

Extent of Problem

Drug use in the United States is a serious problem, but much progress has been made through effective drug prevention and enforcement programs during the past decade. Teen drug use decreases when young people perceive that drug

use is risky, and good drug prevention programs help teens understand how and why drugs are harmful.

Most kids don't take drugs. According to a recent government survey drug use rates have decreased since 2001. Kids are rejecting

marijuana, LSD, steroids, ecstasy, methamphetamine, alcohol and tobacco. They are also telling researchers that they know more about the dangers of drugs—and that helps them say no to drugs.

You can find detailed information on drug use in America from the following sources:

Monitoring the Future www.monitoringthefuture.org • National Survey on Drug Use and Health <http://oas.samhsa.gov>
• Substance Abuse and Mental Health Services Administration www.samhsa.gov • National Institute on Drug Abuse
www.drugabuse.gov • Office of National Drug Control Policy www.whitehousedrugpolicy.gov • Drug Enforcement
Administration www.dea.gov • www.justthinktwice.com



Drugs of Abuse

There are many illegal substances abused today. There are other substances, such as over-the-counter medications, household products, and legitimate pharmaceuticals (medicines) that are also abused. This brief guide provides information on the most commonly abused drugs. Here are some facts which will help you understand the facts about illegal drugs.

The Controlled Substances Act (CSA) categorizes drugs into five categories (Schedules I-V) according to their medical use, potential for abuse, and safety. The most addictive drugs, and drugs which have no medical use, are in Schedule I.

Federal penalties for manufacturing and/or distributing illegal drugs are based on the danger each drug poses to individuals and to the public.

There are several classes of drugs; each class has different properties and effects on the user.

Narcotics: Narcotics (such as heroin, morphine, OxyContin, etc.) are used to dull the senses and reduce pain. Narcotics can be made from opium (from the opium poppy) or created in a laboratory (synthetic and semi-synthetic narcotics).

Stimulants: Stimulants reverse the effects of fatigue on the body and brain.

Sometimes they are referred to as "uppers." Cocaine, amphetamines, methamphetamine and Ritalin™ are stimulant drugs. Cocaine is derived from the coca plant grown in South America. Nicotine (found in tobacco) is also a stimulant.

Depressants: Substances included in this category are tranquilizers, sedatives, hypnotics, anti-anxiety medications and alcohol.

Cannabis: Marijuana and hashish are substances referred to as cannabis and THC (delta-9-tetrahydrocannabinol) is the ingredient in cannabis which makes the user feel "high."

Hallucinogens: These substances alter the perceptions and moods of users. LSD, Ecstasy, PCP and Ketamine are made in laboratories, some of which are clandestine; non-manufactured hallucinogens include peyote and mescaline.

Inhalants: Many common items such as glue, lighter fluid, paint products, cleaning fluids, gasoline, and propellants in aerosol cans contain chemicals that produce intoxicating effects similar to alcohol. Inhalant abuse is the deliberate inhaling or sniffing of these products to get high.

Steroids: Anabolic steroids are defined as any drug or hormonal substance that is chemically and pharmacologically related to testosterone and promotes muscle growth. Some steroids are used for legitimate medical reasons, but many are illegally manufactured and distributed.

Drug

Effects:Cannabis

Effects: Euphoria, relaxed inhibitions, increased appetite, disorientation, impaired motor skills and concentration. • **Overdose Effects:** Fatigue, paranoia, and possible psychosis. •

CSA Schedule: Schedule I: Marijuana has no medical use. Schedule II: Marinol™ is a synthetic form of THC which can be prescribed for patients with particular medical conditions. • **Street Names:** Pot, Grass, Sinsemilla, Blunts, Mota, Yerba, Grifa, Aunt Mary, Boom, Chronic (marijuana alone or marijuana with crack), Dope Ganja, Gang-



Specific Drugs

Cannabis

Cannabis Sativa L.

Marijuana is grown in the United States, Mexico, Canada, South America, Asia, and other parts of the world. It can be cultivated outdoors and in indoor settings. Marijuana is usually smoked and the effects are felt within minutes. Depending on the dosage and other variables, users can feel relaxed and have altered senses of smell, sight, taste and hearing, distorted senses of time, shifting sensory imagery, rapidly fluctuating emotions, fragmentary thoughts, impaired memory and dulling of attention.

THC (delta-9-tetrahydrocannabinol) is the psychoactive ingredient found in the marijuana plant. In the 1970's, the average THC content of illicit marijuana was less than one percent. Today most commercial grade marijuana from Mexico/Colombia and domestic outdoor cultivated marijuana has an average THC content of 4 to 6 percent, although some samples have tested as high as 25 percent THC.

High doses of marijuana can result in hallucinations. Marijuana smokers experience the same health problems as tobacco smokers: bronchitis, emphysema, and bronchial asthma. Extended use is associated with anti-motivational syndrome, lung damage, and risk to reproductive systems.

Hashish and Hashish Oil (smoked, ingested)

Hashish consists of the THC-rich resinous material of the cannabis plant which is collected, dried, and then compressed into a variety of forms, such as balls, cakes, or cookie-like sheets. Pieces are then broken off, placed in pipes, and smoked. The Middle East, North Africa, Pakistan, and

Afghanistan are the main sources of hashish.

Hash oil is produced by extracting the cannabinoids from plant material with a solvent. The color and odor of the resulting extract will vary, depending on the type of solvent used. Current samples of hash oil, a viscous liquid ranging from amber to dark brown in color, average about 15 percent THC.

Heroin

Heroin is a narcotic which can be injected, smoked or snorted. It comes from the opium poppy grown in Southeast Asia (Thailand, Laos and Myanmar—Burma); Southwest Asia (Afghanistan and Pakistan), Mexico and Colombia. It comes in several forms, the main ones being “black tar” from Mexico (found primarily in the western United States) and white heroin from Colombia (primarily sold on the East Coast).

In the past, heroin was mainly injected. Because of the high purity of the Colombian heroin, many users now snort or smoke heroin. All of the methods of use can lead to addiction, and the use of intravenous needles can result in the transmission of HIV.

Cocaine

Cocaine is a powerful stimulant derived from coca leaves grown in Bolivia, Peru and Colombia. The most common method of use is snorting the cocaine powder (Cocaine HCl). Its crack form is smoked (freebased). Cocaine is usually distributed as white powder, often diluted (“cut”) with a variety of sub-



Drug

Effects: Heroin

Effects: Euphoria, drowsiness, respiratory depression, constricted pupils, and nausea.

• **Overdose Effects:** Slow and shallow breathing, clammy skin, convulsions, coma, and possible

death. • **CSA Schedule:** Heroin has no legitimate medical use: Schedule I. • **Street Names:** Horse, Smack, Black Tar, Chiva, and Negra (black tar).



Drug Effects: Cocaine

Effects: Increased alertness, excitation, euphoria (sometimes followed by a “crash”), increased

pulse rate and blood pressure, insomnia and loss of appetite. • **Overdose Effects:** Agitation, increased body temperature, hallucinations, convulsions, possible death. • **CSA Schedule:** Approved for use as an anesthetic for ear, eye and throat surgeries: Schedule II. • **Street Names:** Coke, Flake, Snow, Crack, Coca, and Blanca.



Drug Effects:

Methamphetamine

- **Effects:** Increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia and loss of appetite.
- **Overdose Effects:** Agitation, increased body temperature, hallucinations, convulsions, possible death.
- **CSA Schedule:** Methamphetamine hydrochloride is prescribed for appetite suppression: Schedule II.
- **Street Names:** Crank, Ice, Crystal, Krystal, Meth, Speed, and Tina.

stances, the most common being sugars and local anesthetics. This is done to stretch the amount of the product and increase profits for dealers.

Crack is sold in small, inexpensive doses that are smoked. Its effects are felt immediately and are very intense and short-lived. The intensity of the psychological effects of cocaine depends on the dose and rate of entry to the brain. Cocaine reaches the brain through the snorting method in three to five minutes. Intravenous injection of cocaine produces a rush in 15-30 seconds, and smoking produces an almost immediate intense experience. These intense effects can be followed by a "crash."

The cocaine manufacturing process takes place in remote jungle labs where the raw product undergoes a series of chemical transformations.

Methamphetamine

Methamphetamine is a stimulant which is generally produced in large laboratories in Mexico, the United States and Asia, or in "small toxic labs" in the United States. It can be injected or smoked. "Ice" is the crystallized form of methamphetamine and it is generally smoked. In all its forms, methamphetamine is highly addictive and toxic.

The onset of meth effects is about the same as cocaine, but they last longer. Meth remains in the central nervous system longer than cocaine, and chronic abuse produces a psychosis that resembles schizophrenia. Other signs of meth use include paranoia, picking at the skin, preoccupation with

one's thoughts, and auditory and visual hallucinations. These effects can last for months and even years after using methamphetamine, and violent and erratic behavior is often seen among chronic users.

Prescription Drugs

Pain Killers

Vicodin™ is hydrocodone mixed with acetaminophen. Hydrocodone is a semi-synthetic opioid similar in effects to morphine. Hydrocodone products, when abused, can lead to dependence, tolerance, and addiction. Vicodin™ is one of the most frequently prescribed medications for pain. Other products include Vicoprofen™, Tussionex™, and Lortab™.

Oxycodone is used as an analgesic and is formulated into numerous pharmaceuticals including OxyContin™ (a controlled-release product) and with aspirin (Percodan™) or with acetaminophen (Percoset™). These drugs are prescribed for pain relief. They all require a doctor's prescription and are prescribed for moderate to severe pain.

Fentanyl is extensively used for anesthesia and analgesia. Duragesic™ is a fentanyl transdermal (through the skin) patch used in chronic pain management, and Actiq™ is a solid formulation of fentanyl citrate on a stick that dissolves slowly in the mouth for absorption through mucous membranes.

Illicit use of pharmaceutical fentanyl first appeared in the mid-1970's in the medical community. To date, over 12 different analogues of fentanyl have been produced clandestinely and identified in the U.S. drug traffic.

The biological effects are indistinguishable from those of heroin, with the exception that the fentanyl may be hundreds of times more potent. Fentanyl is most commonly used by intravenous administration, but like heroin, it may



Drug Effects:

Pain Killers

- **Effects:** Euphoria, drowsiness, respiratory depression, constricted pupils, and nausea.
- **Overdose Effects:** Slow and shallow breathing, clammy skin, convulsions, coma, and possible death.
- **CSA Schedule:** Pure hydrocodone and oxycodone are in Schedule II. Hydrocodone products fall into schedules III and V.

also be smoked or snorted.

Ultram™ (tramadol hydrochloride) and Ultracet™ (tramadol with acetaminophen) are prescription medications indicated for the management of moderate to moderately severe pain.

Depressants

Xanax™ (alprazolam) is from the benzodiazepine family of depressants. It is used to treat anxiety and panic disorders.

Valium™ (diazepam) is also from the benzodiazepine family of depressants. It is usually used to treat anxiety, alcohol withdrawal, muscle spasms, and seizures. Valium™ is among the most widely prescribed medications in the United States. Concurrent use of alcohol or other depressants with Valium™ can be life-threatening.

Alprazolam and diazepam are the two most frequently encountered benzodiazepines on the illicit market. Abuse is frequently associated with adolescents and young adults who take the drug to get high. Abuse of benzodiazepines is particularly high among heroin and cocaine abusers.

Stimulants

Methylphenidate (Ritalin™, Concerta™) is a stimulant which is prescribed for attention deficit/hyperactivity disorder. It has a high potential for abuse and produces many of the same effects as cocaine and amphetamines. Binge use, psychotic episodes, cardiovascular complications, and severe psychological addiction have all been associated with methylphenidate abuse. According to the National Institute on Drug Abuse, methylphenidate is a valuable medicine for adults as well as children with attention deficit and hyperactivity disorder. Research shows that individuals with ADHD do not become addicted

to stimulant medications when taken in the form and dosage prescribed by doctors. In fact, it has been reported that stimulant therapy in childhood is associated with a reduction in the risk for subsequent drug and alcohol use disorders.

Adderall™ is an amphetamine which is used to treat attention deficit hyperactivity disorder (ADHD) in children 6 years of age and older and in adults.

GHB

There are three kinds of GHB abusers: those who take the drug to get high, those who use it in bodybuilding, and those who commit sexual assault after drugging their victims. GHB is also frequently used in combination with MDMA (Ecstasy) to counter overstimulation. It is frequently taken with alcohol and is often found at bars, parties, nightclubs, raves and gyms.

GHB is often called the “date-rape” drug. Because of its effect on memory, GHB may cause users to forget details surrounding a sexual assault. GHB is quickly eliminated from the body, and it is sometimes hard to confirm its presence during rape investigations.

Ecstasy (MDMA)

Ecstasy is a synthetic drug that produces both stimulation and hallucinatory effects and is associated with increased energy, sensual arousal



Drug Effects: Depressants

Effects: Xanax™ and Valium™ misuse is associated with amnesia, hostility, irritability, and vivid or disturbing dreams, as well as tolerance and physical dependence.

- **Overdose Effects:** Concurrent use of alcohol or other depressants with Valium™ or Xanax™ can be life-threatening.
- **CSA Schedule:** Xanax™ and Valium™ are in Schedule IV.



Drug Effects: Stimulants

Effects: Misuse of Ritalin™ and Adderall™ may cause short, intense periods of high energy.

- **Overdose Effects:** High doses of Ritalin™ or Adderall™ can produce agitation, tremors, euphoria, palpitations, and high blood pressure. Psychotic episodes, paranoid delusions, hallucinations, and bizarre behavior have been associated with stimulant abuse.
- **CSA Schedule:** Ritalin™ and Adderall™ are in Schedule II.



Drug Effects: GHB

Effects: Slurred speech, disorientation, drunken behavior without the odor of alcohol, impaired memory of events, and interaction with alcohol.

- **Overdose Effects:** Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma and possible death.
- **CSA Schedule:** GHB in its illegal form is schedule I; a prescription drug, Xyrem™, formulated from components of GHB, is Schedule III.
- **Street Names:** GHB, Georgia Home Boy, Grievous Bodily Harm, Liquid Ecstasy, Liquid X, Sodium Oxybate, and Xyrem™.

Drug

Effects: Ecstasy

Effects: Heightened senses, teeth grinding and dehydration. • **Overdose Effects:** Increased body temperature, electrolyte imbalance, cardiac arrest, possible death. • **CSA Schedule:** Schedule I. • **Street Names:** Ecstasy, XTC, Adam, Love Drug, Eve, Hug, and Beans.



and enhanced tactile sensations. The effects of MDMA are felt within

30-45 minutes, peaking at 60-90 minutes, and lasting 4-6 hours.

It produces nerve cell damage that can result in psychiatric disturbances, muscle tension, tremors, blurred vision, and increased

body temperature which can result in organ failure and death.

The majority of MDMA is produced in laboratories in Europe and then smuggled into the United States. MDMA is usually distributed in tablet form and many of these tablets are imprinted with pop culture designs or commercial logos.

Drug

Effects: LSD

Effects: Illusions and hallucinations, altered perception of time and distance, impaired judgment leading to possible personal injury. • **CSA Schedule:** No recognized medical use: Schedule I. • **Street Names:** Acid, Microdot, Sunshine, and Boomers.

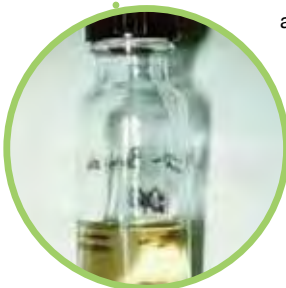


LSD

For years, LSD has been produced in laboratories in the United States. It is generally sold in the form of impregnated paper

typically imprinted with colorful graphic designs. It has also been found in tablets (microdots), thin squares of gelatin (window panes), in sugar cubes, and (rarely) in liquid form.

During the first hour after ingestion, users may experience visual changes with extreme changes in mood. While hallucinating, the user may suffer impaired depth and time perception accompanied by distorted perception of the shape and size of objects, movements, colors, sound, touch and the user's own body image.



Drug Effects:

PCP

Effects: Illusions and hallucinations, altered perceptions of space and time. • **Overdose Effects:** Suicidal and hostile behavior, coma, convulsions, and possible death from respiratory arrest. • **CSA Schedule:** Was used in 1950's as intravenous anesthetic and discontinued for human use in 1965: Schedule I. • **Street Names:** PCP, Angel Dust, Killer Weed, and Supergrass.

The ability to make sound judgments and see common dangers is impaired, making the user susceptible to personal injury. It is possible for users to suffer acute anxiety and depression after an LSD "trip" and flashbacks have been reported days, even months, after taking the last dose.

PCP

PCP is generally produced in clandestine laboratories in the United States. It was originally used as a veterinary anesthetic and is illegally produced for human consumption in powder, capsule and liquid form, and is frequently sprinkled on parsley, mint, oregano or marijuana and smoked.

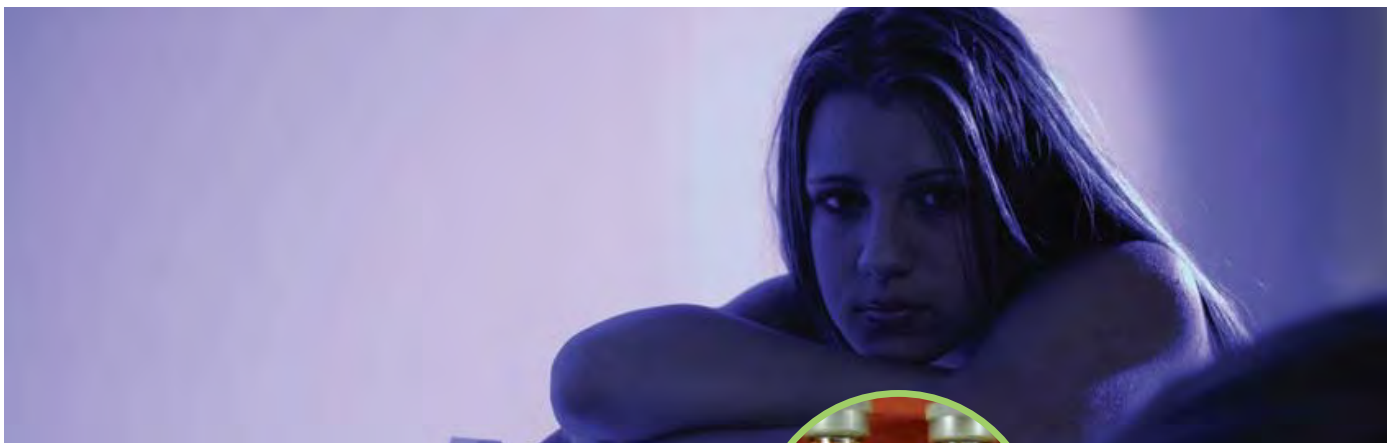
PCP use often causes a user to feel detached from his surroundings. Numbness, slurred speech, and loss of coordination can be accompanied by a sense of strength and invulnerability. Auditory hallucinations and severe mood disorders can occur. In some users, acute anxiety, paranoia, hostility, and psychosis can occur.

Ketamine

Ketamine is a fast-acting anesthetic and can be used on both humans and animals.

As a drug of abuse, it can be taken orally, snorted, or injected, and can be sprinkled on marijuana or tobacco and smoked. If used intravenously, effects can be felt immediately, and if snorted or taken orally, effects are evident in 10-15 minutes.

Ketamine can act as a depressant or a psychedelic and low doses can produce vertigo, slurred speech, slow reaction time and euphoria. In higher doses, Ketamine produces amnesia and coma.



Anabolic Steroids

Anabolic steroids are synthetically produced variants of the naturally occurring male hormone testosterone. The two main effects of these drugs are androgenic (developing male characteristics) and anabolic (building muscles).

The three main patterns of abuse include: cycling (alternating periods of use); stacking (using two or more at the same time); and pyramiding (progressively increasing and then decreasing doses and types of steroids).

Besides the short-term effects on both men and women, long-term use can lead to adverse cardiovascular effects, liver dysfunction, liver tumors, liver cancer, and cancer of the prostate in men. Among the most prevalent side-effects of steroids is the development of female characteristics in males (developing breasts) and the masculinization of women.

Inhalants

Inhalants are a diverse group of substances that are sniffed, snorted, huffed, or placed in bags and inhaled to produce intoxication. Common household products such as aerosol propellants, glue, lighter fluid, cleaning fluids, and paint are the most abused inhalants. Inhalant users experience headache, nausea, slurred speech and loss of motor coordination. They sniff or “huff” ordinary household products like

nail polish remover, cleaning fluid, gasoline, and spray paint.

Over The Counter (OTCs)

DXM (dextromethorphan) is a cough suppressant available in a variety of over-the-counter cough and cold medications. DXM is abused because, when taken in doses that dramatically exceed those recommended by physicians and pharmacists, it produces hallucinations and a sense of dissociation. As an over-the-counter medication, DXM is available in various forms including liquids, lozenges, tablets, capsules, and gel caps.

Individuals who abuse DXM consume much higher doses (typically more than 360 milligrams), which produce hallucinations and dissociative effects similar to those experienced with PCP (phencyclidine) or ketamine. While under the influence of the drug,



Drug Effects: Ketamine

Effects: Illusions and hallucinations, altered perceptions of space and time.
• Overdose Effects: Unable to direct movement, feel pain, or remember. **• CSA Schedule:** Used as veterinary anesthetic: Schedule III. **• Street Names:** Special K.



Drug Effects: Anabolic Steroids

Effects: Virilization, edema, testicular atrophy, gynecomastia, acne, aggressive behavior, and mood changes.
• CSA Schedule: Anabolic steroids are used medically to treat hormonal imbalances and other medical conditions.
• Street Names: Depo Testosterone, Juice,



Drug Effects: Inhalants

Effects: Flushing, hypotension, and headache.
• Overdose Effect: Can include damage to the heart, liver, kidneys, lungs, and brain; death can occur from a single use or after prolonged use. **• CSA Schedule:** Inhalants are not scheduled under CSA.
• Street Names: Poppers, Rush, Snappers, Whippets, Kick, Bang and Amys.

• • • • •
 • **Drug Effects:**
 • Over the
 • Counter Drugs
 • (OTCs)
 • • • • •

• **Effects:** Dissociation and hal-
 • lucinations. • **Overdose Effects:**
 • Loss of consciousness, seizures, brain
 • damage, death. • **CSA Schedule:** OTCs
 • are not scheduled under the CSA. • **Street**
 • **Names:** Dex, DM, Drex, Robo, Rojo,
 • Skittles, Triple C, and Velvet.
 • • • • •



which can last for as long as 6 hours, DXM abusers risk injuring themselves and others because of the drug's effects on visual perception and cognitive processes.

In addition, individuals who ingest high doses of DXM risk hyperthermia (exceptionally high fever), particularly if they use the drug in a hot environ-

ment or while physically exerting themselves—such as at a rave or dance club. Other risks associated with DXM abuse include nausea, abdominal pain, vomiting, irregular heartbeat, high blood pressure, headache, numbness of fingers and toes, loss of consciousness, seizures, brain damage, and death. Over-the-counter medications containing DXM frequently contain other ingredients that can cause additional health problems.



Costs to Society

The consequences of drug use are not limited to the individuals who take drugs. Even non-users are at risk; drug use costs our society over \$180 billion a year. Drug production harms the global environment; methamphetamine production uses toxic chemicals which seep into the ground and contaminate water sources. The Amazon region is being depleted by coca production. Drugged drivers injure and kill innocent people every year. Terrorist activities are connected to drugs; many organizations raise money for their violent attacks through drug production and trafficking. Children are adversely affected by drugs their parents use or manufacture in their homes.

Did you know that:

- According to government surveys which ask young people about their drug use patterns, about 600,000 high school seniors drive after smoking marijuana. More than 38,000 seniors told surveyors that they had been involved in accidents while driving under the influence of marijuana. Other surveys conducted by MADD (Mothers Against Drunk Driving) and the Liberty Mutual Insurance Company revealed that many teenagers (41 percent) were not concerned about driving after taking drugs. Medical data indicates a connection between drugged driving and accidents. A study of patients in a shock-trauma unit who had been in collisions revealed that 15 percent of those who had been driving a car or motorcycle had been smoking marijuana and another 17 percent had both THC and alcohol in their blood.
- From the clear-cutting of rain forests in Central and South America for the planting of coca fields, to the destruction of national forests in the United States for the growing of marijuana, to the dumping of hazardous waste byproducts into the water table after the manufacture of methamphetamine, illegal drugs have a far-reaching impact on the environment. These activities have consequences for the health of the groundwater, streams, rivers, wildlife, pets and the people living in those areas. Illegal drug production contributes to deforestation, reduced biodiversity, increased erosion, air pollution and global climate change.
- Drug exposed children cost society millions of dollars. The total lifetime costs associated with caring for babies who were exposed to drugs or alcohol range from \$750,000 to \$1.4 million. These figures take into account the hospital and medical costs for drug exposed babies, housing costs, and other care costs. The long-term health damage to meth-exposed children has not yet been calculated.
- Drug money helps to support terrorists operating in countries around the world.



Activity:

What costs are you and your family paying for others' drug use? What evidence have you seen that drugs damage our society and other societies around the world?



Why Do Young People Use Drugs?

When asked, young people offer a number of reasons for using drugs; most often they cite a desire to change the way they feel, or to “get high.”

Other reasons include:

- Escape school and family pressures
- Low self-esteem
- To be accepted by their peers
- To feel adult-like or sophisticated
- Curiosity
- Perception of low risk associated with drugs
- Availability of drugs

Prevention experts have identified “risk factors” and “protective factors” to help determine how drug abuse begins and how it progresses. Risk factors can increase a person’s chances for drug abuse, and protective factors can reduce the risks. It’s important to remember that not everyone at risk for drug abuse actually becomes a drug user.

Here are some early signs of risk that may predict later drug use:

- Association with drug abusing peers
- A lack of attachment and nurturing by parents or caregivers
- Ineffective parenting
- A caregiver who abuses drugs
- Aggressive behavior
- Lack of self-control
- Poor classroom behavior or social skills
- Academic failure

Young people are most vulnerable to drug use during times of transition; for instance, when teens make the switch from elementary to middle school or when they enter high school, new social and emotional challenges affect them on many levels.

Scientists have also studied the adolescent brain, and have determined that the teen brain is not fully formed until young adulthood. Using drugs during the time that the brain is developing increases the potential for drug addiction. According to the 2003 National Survey on Drug Use and Health, adults who had first used substances at a younger age were more likely to be classified with dependence or abuse than adults who initiated use at a later age. This pattern of higher rates of dependence or abuse among persons starting their use of marijuana at younger ages was observed among all demographic subgroups analyzed.

Experts agree that association with drug abusing peers is often the most immediate risk for exposing adolescents to drug abuse and delinquent behavior.

What other factors contribute to drug abuse among youth?

- We are a pill-taking society. Many of us believe there's a pill for anything and everything that ails us; for improving our appearance; for better performance and mood. There are thousands of good medications which are safe and effective, and new drugs come on the market often. We are bombarded with advertisements about the benefits of these drugs. But don't be fooled: legal prescription drugs are not something to play around with. Neither are some over-the-counter medications, like cough syrup. Just because a doctor prescribed them to a relative or a friend doesn't make them safe for you. Just

because something comes from a drug store doesn't make it safe to abuse.

- Our society frequently portrays drug-taking in a positive light, and there is not enough realistic depiction of the consequences of drug use.
- Leading figures in sports, entertainment and public life openly discuss their drug use, sending a message that taking drugs is "normal" behavior.

Activity:

What are some of the most obvious signs of drug addiction? Are there other signs that may not be obvious to family and friends? What are the physical manifestations of drug addiction? What has technology taught us about the impact of drugs on the brain? You may want to ask your friends and classmates to discuss these questions. What other causes can they suggest for the problem?





Attitudes About Drugs

Adult Behavior and Attitudes May Contribute to the Problem

Many adults are uninformed—or in denial—about drug use, and their attitudes contribute to or enable young people to engage in drug-using behavior. According to the Partnership for a Drug Free America, many parents need to get better educated about the drug situation.

- Today's parents see less risk in drugs like marijuana, cocaine and even inhalants, when compared to parents just a few years ago.
- The number of parents who report never talking with their child about drugs has doubled in the past six years, from 6 percent in 1998 to 12 percent in 2004.
- Just 51 percent of today's parents said they would be upset if their child experimented with marijuana.
- While parents believe it's important to discuss drugs with their children, fewer than one in three teens (roughly 30 percent) say they've learned a lot about the risks of drugs at home.
- Just one in five parents (21 percent) believes their teenager has friends who use marijuana, yet 62 percent of teens report having friends who use the drug.
- Fewer than one in five parents (18 percent) believe their teen has smoked marijuana, yet many more (39 percent) already are experimenting with the drug.

Activity

What can adults do to educate themselves about drugs? How should adults discuss drugs with their children? How can children talk to their parents about drugs?

Denial Can Make the Problem Worse

Some parents may be afraid to confront the realities of drug use, so they may deny the truth, even to themselves. You may have heard some adults say: "My kid doesn't use drugs." "It's not a problem for our family." "I used drugs and survived." "Drug use is a normal part of growing up." "We'll never solve the drug problem." "Alcohol is more dangerous than marijuana."

Community Indifference Allows the Drug Problem to Escalate

In some communities, drug abuse goes hand-in-hand with community apathy. If drug dealing and use are allowed to flourish within a community, there is little chance that progress can or will be made.

Sociologists who have studied the phenomenon of urban crime understand the links between community neglect and escalating crime rates. James Q. Wilson, a noted sociologist, put forth the "broken window theory" which claims that little things—like a single broken window—convey a message to criminals that it is okay to break other windows, leading to a succession of actions which further degrade a community. Problems accumulate when the broken window is not fixed quickly. When communities recognize problems quickly, and take positive steps to ad-



dress these problems, criminal activity like drug trafficking has less chance to damage that community.

Many communities have opted to develop and implement comprehensive strategies to address issues related to crime and drug abuse. One critical

element in successful strategies is the inclusion of all sectors of a community: law enforcement, businesses, educators, elected officials, the clergy, community leaders, medical and treatment professionals, etc.

For examples of how communities successfully addressed problems and reduced drug trafficking and abuse visit the following web sites: www.fightingback.org and www.cadca.org.

Activity:

How has your community dealt with the problems of crime and drugs? If you were mayor for a day, what strategies would you employ to address the drug problem?



"... addiction is a chronic, relapsing disease characterized by compulsive drug-seeking and abuse and by long-lasting chemical changes in the brain."

What Is Addiction?

According to the experts at the National Institute on Drug Abuse (NIDA), addiction is a chronic, relapsing disease characterized by compulsive drug seeking and abuse, and by long-lasting chemical changes in the brain. Some drugs are more addictive than others; however, depending on an individual user's propensity for addiction, someone can become addicted to drugs very quickly.

Experts say that there are several ways to determine if you have a drug problem. A user should ask questions about drinking or drug use and assess how he/she feels when using. "Am I losing control of my life? Am I giving up things I used to love because of drugs? Have family and friends become less important?"

Obtain more information on drug addiction from the National Institute on Drug Abuse (NIDA) at www.nida.gov. Information on the signs of drug addiction is also available at www.checkyourself.com.

Drug Treatment

NIDA scientists tell us that "There is no cure for drug addiction, but it is a treatable disease; drug addicts can recover. Drug addiction therapy is a program of behavior change or modification that slowly retrains the brain. Like people with diabetes or heart disease, people in treatment for drug addiction learn behavioral changes and often take medications as part of their treatment regimen."

Did you know that over 60 percent of the young people currently in treatment are there for dependence on marijuana? When using illegal drugs, or abusing other substances such as inhalants, prescription drugs, or over the counter medications, there is a tremendous potential for addiction, and treatment may be the only option.

Drug treatment is available to those who need help, including in-patient and out-patient centers, therapeutic communities and 12-step programs. In addition to medical treatment programs, some are faith-based. Additionally, community programs such as Drug Courts give non-violent drug users in the criminal justice system opportunities for treatment—with conditions—instead of jail time. For more information on drug treatment, go to the Center for Substance Abuse Treatment (CSAT) at www.samhsa/csats.gov. Drug Court information is available at www.nadcp.org. There are also many stories on the internet about teens seeking drug treatment. For information on how to help someone who needs treatment, go to the National Youth Anti-Drug Media Campaign at www.mediacampaign.org.

Activity:

What strategies do treatment programs employ to help users remain drug free? What are the different outcomes that can be expected from the various forms of drug treatment? How can you help a friend or family member who is abusing drugs get into drug treatment?

What About Drug Legalization?

Some people are of the opinion that drug use is a personal choice and that the U.S. Government should legalize drug use. They support their claims with opinions that marijuana is a medicine and is not harmful, that legalization will remove the violence and profit from the drug trade, and that adults will be able to take drugs safely and responsibly. The vast majority of Americans do not want drugs legalized. They believe legalization will lead to further disintegration of families, increase health and social costs, and jeopardize the safety of innocent people. Given the enormous toll that legal substances such as tobacco and alcohol have taken on our society, why would we want to compound our problems by adding legal drugs to the mix? Marijuana is not harmless, nor is it a medicine. Many studies have been conducted to determine whether or not marijuana should be approved as a medicine. There are many rigorous and complex elements to the U.S. government's approval of any drug that is used as medicine in this country. If scientists conclude that marijuana should someday be considered a medicine, these same rigorous steps would need to be followed before doctors are permitted to prescribe it to patients.

Furthermore, there are no smoked medicines. Have you ever heard of anyone who smoked medicine? After all we know about the dangers of cigarette smoking, why would the scientific community approve smoked marijuana? Those who smoke marijuana regularly may have many of the same respiratory problems that tobacco smokers do, such as daily cough and phlegm production, more frequent acute chest illnesses, a heightened risk of lung infections, and a greater tendency toward obstructed airways. Marijuana has the potential to promote cancer of the lungs and other parts of the respiratory tract because marijuana smoke contains 50 percent to 70 percent more carcinogenic hydrocarbons than does tobacco smoke. *Source: National Institute on Drug Abuse, Research Report Series - Marijuana, October 2001.*

Activity:

Imagine a scenario where drugs were legal in your community. What would be affected by the increased drug use that occurred? How would the impact of this policy affect young people? What would the consequences of increased availability and use be on non-users? How would this compare to the problems caused by alcohol?





Part Two: Drug Prevention and Awareness

Drug prevention is a critical component in our nation's effort to reduce drug use, particularly among young people. When it is part of a comprehensive strategy which includes law enforcement and drug treatment, prevention is a very powerful tool to reduce drug use. Over the decades, various types of drug prevention approaches have been implemented to help people reject drugs and choose healthy alternatives. Over the years, many lessons have been learned in the prevention

field, and evaluating whether prevention programs actually work has been critical to their success. While drug prevention efforts continually evolve based on actual situations and needs, there are some guiding principles which are basic to successful drug prevention efforts.

The ultimate aim of drug prevention programs is to change behaviors which encourage drug abuse and to reinforce positive behaviors which lead to the rejection of drugs.

Principles of Prevention

Know What The Problem Is and Who You Are Trying To Reach

Address Appropriate Risk and Protective Factors for Substance Abuse in a Defined Population

- **Define a population.** A population can be defined by age, gender, race, geography (neighborhood, town, or region), and institution (school or workplace).
- **Assess levels of risk, protection, and substance abuse for that population.** The risk factors increase the risk of substance abuse, and protective factors inhibit the risk of substance abuse in the presence of risk. Risk and protective factors can be grouped in domains for research purposes (genetic, biological, social, psychological, contextual, economic, and cultural) and characterized as to their relevance to individuals, the family, peers, school, workplace, and community.
- **Focus on all levels of risk, with special attention to those exposed to high risk and low protection.** Prevention programs and policies should focus on all levels of risk, but special attention must be given to the most important risk factors, protective factors, psychoactive substances, individuals, and groups exposed to high risk and low protection in a defined population. Population assessment can help sharpen the focus of prevention.

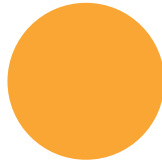
Find Out What Works—and Use It

Use Approaches that Have Been Shown to be Effective

- **Reduce the availability of illicit drugs, and of alcohol and tobacco for the under-aged.** Community-wide laws, policies, and programs can reduce the availability and marketing of illicit drugs. They can also reduce the availability and appeal of alcohol and tobacco to the underaged.
- **Strengthen anti-drug-use attitudes and norms.** Strengthen environmental support for anti-drug-use attitudes by sharing accurate information about substance abuse, encouraging drug-free activities, and enforcing laws, and policies related to illicit substances.
- **Strengthen life skills and drug refusal techniques.** Teach life skills and drug refusal skills using interactive techniques that focus on critical thinking, communication, and social competency.
- **Reduce risk and enhance protection in families.** Families strengthen these skills by setting rules, clarifying expectations, monitoring behavior, communicating regularly, providing social support, and modeling positive behaviors.
- **Strengthen social bonding.** Strengthen social bonding and caring relationships with people holding strong standards against substance abuse in families, schools, peer groups, mentoring programs, religious and spiritual contexts, and structured recreational activities.



Activity:
Define “critical thinking” and “social competency” and put them into the drug abuse prevention context.



Activity:
Think of three age appropriate programs and activities for elementary students. How about for teens?

Successful drug prevention programs depend on the contributions and expertise of many segments of our society: for example, the media, educators, parents, peers, the clergy, law enforcement, the medical community and community leaders.

- **Ensure that interventions are appropriate for the populations being addressed.** Make sure that prevention interventions, including programs and policies, are acceptable to and appropriate for the needs and motivations of the populations and cultures being addressed.

Understand When And Where Drug Use Begins Intervene Early

- **Intervene early and at developmental stages and life transitions that predict later substance abuse.** Such developmental stages and life transitions can involve biological, psychological, or social circumstances that can increase the risk of substance abuse. Whether the stages or transitions are expected (such as puberty, adolescence, or graduation from school) or unexpected (such as the sudden death of a loved one), they should be addressed by preventive interventions as soon as possible—even before each stage or transition, whenever feasible.
- **Reinforce interventions over time.** Repeated exposure to scientifically accurate and age-appropriate anti-drug-use messages and other interventions can ensure that skills, norms, expectations, and behaviors learned earlier are reinforced over time.
- **Intervene in appropriate settings and domains.** Intervene in settings and domains that most affect risk and protection for substance

abuse, including homes, social services, schools, peer groups, workplaces, recreational settings, religious and spiritual settings, and communities.

Stay On Top of Your Program Manage Programs Effectively

- **Ensure consistency and coverage of programs and policies.** Implementation of prevention programs, policies, and messages for different parts of the community should be consistent, compatible, and appropriate.
- **Train staff and volunteers.** To ensure that prevention programs and messages are continually delivered as intended, training should be provided regularly to staff and volunteers.
- **Monitor and evaluate programs.** To verify that goals and objectives are being achieved, program monitoring and evaluation should be a regular part of program implementation. When goals are not reached, adjustments should be made to increase effectiveness.
Source: ONDCP.

Successful drug prevention programs depend on the contributions and expertise of many segments of our society: for example, the media, educators, parents, peers, the clergy, law enforcement, the medical community and community leaders. The success of prevention efforts increases when various segments collaborate and provide clear anti-drug messages to targeted populations.

Drug Prevention Programs

Drug prevention programs are designed and implemented on many levels. The federal government has instituted a number of national drug prevention programs which reach targeted populations through public service announcements, grant programs, educational programs and the sharing of expertise. State and local governments also have a significant number of prevention programs which are tailored to address particular problems and needs. Law enforcement and the military have brought drug prevention expertise into classrooms and communities; businesses have also contributed significantly to drug prevention through sponsored programs, drug-free policies and corporate support for community initiatives. Other segments of society, including faith-based institutions, civic organizations and private foundations are also active forces in drug prevention.



Prevention Resources

Below is a partial list of drug prevention agencies and programs. There are many other outstanding efforts which are ongoing across the nation; it is impossible to include them all. Some programs are aimed at particular populations or specific drugs. Within a given agency, there may be many prevention programs which are aimed at different audiences.

Federal Drug Prevention Agencies and Programs:

Office of National Drug Control Policy (ONDCP):

This office reports to the President of the United States. ONDCP administers the Youth Anti-Drug Media Campaign.

www.mediacampaign.org

www.whitehousedrugpolicy.gov

Substance Abuse and Mental Health Services Administration (SAMHSA):

This organization is responsible for overseeing and administering mental health, drug prevention and drug treatment programs around the nation. The Center for Substance Abuse Prevention (CSAP) and the Center for Substance

Abuse Treatment (CSAT) are part of SAMHSA.

www.samhsa.gov

www.samhsa/csap.gov

www.samhsa/csat.gov

U.S. Department of Education (DOE):

DOE has many anti-drug programs.

www.ed.gov

Drug Enforcement Administration (DEA):

In addition to dismantling the major drug trafficking organizations, DEA is committed to reducing the demand for drugs in America. DEA's Demand Reduction Program is carried out by



Special Agents across the United States who work in communities to share expertise and information on drug trends, emerging problems and the dangers of drugs.

www.dea.gov

www.justthinktwice.com

www.GetSmartAboutDrugs.com

National Institute on Drug Abuse (NIDA):

NIDA conducts and disseminates the results of research about the effects of drugs on the body and the brain. NIDA is an excellent source of information on drug addiction.

www.nida.gov

National Guard:

The National Guard provides drug education to communities in all 50 states.

www.ngb.army.mil

Weed and Seed:

Operation Weed and Seed is a strategy to prevent and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhood. Law

enforcement agencies and prosecutors cooperate in “weeding out” criminals and “seeding” to bring in human services, prevention intervention, treatment, and neighborhood revitalization.

877-727-9919

www.ojp.usdoj.gov/ccdo/ws/welcome.html

Other Anti-Drug Organizations:

National Association of State Alcohol and Drug Abuse Directors (NASADAD)

www.nasadad.org

Community Anti-Drug Coalitions Of America (CADCA)

<http://cadca.org>

National Crime Prevention Council (NCPC)

www.ncpc.org

National Families in Action (NFIA)

www.nationalfamilies.org

You can obtain free anti-drug information from:

National Clearinghouse for Alcohol and Drug Information (NCADI)

www.health.org

The National Center on Addiction and Substance Abuse at Columbia University (CASA)

www.casacolumbia.org

Elks Drug Awareness Program

www.elks.org/drugs/default.cfm

Partnership for a Drug-Free America (PDFA)

www.drugfree.org

Scott Newman Center

www.scottnewmancenter.org

American Council for Drug Education (ACDE)

www.acde.org

Drug Strategies

www.drugstrategies.org

Youth Anti-Drug Organizations:

Learning For Life

www.learning-for-life.org

PRIDE Youth Programs

www.prideyouthprograms.org

Drug Abuse Resistance Education (DARE America) (DARE)

www.dare.com

Students Against Destructive Decisions (SADD)

www.sadd.org

Teens In Prevention

www.deatip.net

Law Enforcement Exploring

www.learning-for-life.org/exploring/lawenforcement/

Youth Crime Watch of America

www.ycua.org





Part Three: What You Can Do

How Teens Can Assist With Drug Awareness Programs

There are many avenues for teens to work in drug prevention. You can work with established programs, create your own anti-drug programs, or work individually as role models or mentors. Working within the community, schools, faith organizations, or in conjunction with businesses, young people can make a tremendous difference in reducing the demand for drugs.

Working With Schools:

Young people who are aware of the risks and consequences of drug use can make sound life decisions. Prevention programs help to improve skills to resist drugs, strengthen personal commitments against drug use, and increase social competency (communications, peer relationships, self-efficacy, and assertiveness), in conjunction with

reinforcement of attitudes against drug use. Good prevention programs include interactive methods, such as peer discussion groups, rather than just lecture methods alone.

You can play an important role in drug awareness and prevention by informing the public about the perils of substance abuse. A prerequisite for youth involvement in this area would be a comprehensive training program covering the identification, use, misuse, and effects of drugs. Teens should also be familiar with the dangers and effects of alcohol and tobacco abuse. A vital component of this training would be public speaking skills and methods of presenting substance abuse information to various types of audiences.

Early Elementary School

Prevention programs for youth in this age category should be based on the concept that only sick people need drugs. Children should be taught that while drugs can be beneficial

if medically prescribed and used, all drugs are dangerous if they are misused. Acquaint this age group with the techniques used to lure young people into experimenting with drugs. Because students in this age bracket are more responsive to visual than audio stimulus, audiovisual aids should be an integral part of any such presentation.

Middle School

Use a factual approach with junior high school students. They should be told about the legal, physiological, and psychological consequences of substance abuse. The adverse results of alcohol, tobacco, and marijuana use should receive considerable attention at this level. The importance of positive decision making as it relates to the sometimes negative effect of peer pressure should be examined and discussed. Peer pressure can be used to support either type of decision. Role-playing scenarios would be helpful in reinforcing this information.

High School

Research shows that teens rely on peers for accurate information on all important issues, including drugs. You have lots to say, and are both questioning and skeptical. So, it's important to tell the real truth, without exaggerating, because if teens sense that one bit of information is untruthful or exaggerated, you will tend not to believe any of it. Be prepared to be challenged and ready to back up your information with good sources. Don't forget to respect differing opinions, cultures, and experience levels. It would also be a good idea to get pointers from a trusted teacher or counselor about persuasive ways to deliver information to your peers.

Adults

School organizations, community service groups, etc

There are many avenues for teens to engage adults in drug prevention efforts, and it's important for young people to know what perspectives and attitudes adults have about drugs. Many parents don't know the extent of the drug problem facing teens, and may not be familiar with current drugs of abuse. Some parents are also skeptical about how successful communities and families can be in reducing drug use. You can provide insight and information to adults in many sectors of your communities.

In dealing with adults, be straightforward about the realities you are facing in school, with peers, on weekends and in our culture. They need to know these things. Share your ideas on what they can do to help teens be drug free. For example, members of the business community can join with you to tighten up restrictions on cigarette and alcohol sales to minors. Civic leaders can help make communities and living areas safer for kids and teens. Adults can help get the word out to the media, political leaders and others about your needs and prevention plans.

Encourage adults to read as much as they can about drug use trends, and familiarize themselves with information about what teens are up against. They can be real allies in your efforts to reduce drug use in your schools and communities.

Key elements in the success of any prevention program are training and preparation. Teens can be of vital assistance to our communities and fellow citizens in combating substance abuse.



Drug Prevention Projects

Red Ribbon Week

Red Ribbon Week is an important tradition for the drug prevention community, and especially for the DEA. The event that has become a national symbol of drug prevention began as a grassroots tribute to a fallen DEA hero, Special Agent Enrique Camarena. The National Red Ribbon Campaign was sparked by the murder of DEA Special Agent Camarena by drug traffickers. In March of 1985, Camarena's Congressman, Duncan Hunter, and high school friend Henry Lozano, launched Camarena Clubs in Imperial Valley, California, Camarena's home. Hundreds of club members pledged to lead drug-free lives to honor the sacrifices made by Camarena and others on behalf of all Americans. From these clubs emerged the Red Ribbon Week Campaign.

Today, Red Ribbon Week is nationally recognized and celebrated, helping to preserve Special Agent Camarena's memory and further the cause for which he gave his life. The Red Ribbon Campaign is a symbol of support for DEA's and America's efforts to reduce demand for drugs through prevention and education programs. By wearing a red ribbon during the last week in October, Americans demonstrate their ardent opposition to drugs, and pledge to live drug free lives.

Ideas For Other Substance Abuse Prevention Projects

Forums or discussions:

Hold assemblies that help your peers think about, understand, and make constructive contributions to problems that affect their lives.

Subject ideas include: drunk or drugged driving, underage use, drug testing in the schools, impact of drug use on individual and society.

Fairs and displays:

Hold a drug abuse prevention fair in the school parking lot or hallway. Design educational displays for malls, school, hospitals, businesses, and community centers to get more people outside your school or program involved in drug prevention projects.

Pamphlets:

Design and distribute pamphlets on different substance abuse prevention topics. If inhalant abuse or marijuana is the problem in your community, research the issue and make that the subject of your publication. You may find assistance from the Elks Club, a local printer, or other community group in printing your pamphlet.

Videos:

Write, tape and edit a script for a video as part of an education program. You might find assistance at a local public interest television station,

Red Ribbon Week Activities:

- A "wear red" day or week
- Poster Contest
- Door Decoration Contest
- Essay/Letter Writing Contest
- A "plant red tulips" day
- Drug-Free pledge banner
- Anti-drug/ anti-alcohol pledge

Projects for Businesses:

- Employees wear Red Ribbons
- Display Red Ribbon posters
- Support local schools' Red Ribbon activities

Community and Religious Group Projects:

- Host Red Ribbon speakers
- Pass out Red Ribbon handouts at events
- Support local schools' Red Ribbon activities
- Include Red Ribbon information in group publications

and they might even broadcast your efforts.

Performances:

Write and perform skits and shows for other students, younger children, the neighborhood, or community dealing with some aspect of drug abuse.

Writing, music, or art contests:

Organize these for your school or your whole community to have fun, educate, and build interest. You might have an essay, song, or poster contest. You could print the essays in the school newspaper or literary magazine, have a talent show with the songs or skits, and display the posters in the hallways or other venue. Sponsor positive graffiti contests.

Media campaign:

You could produce public service announcements (PSAs) for radio or television and urge your local stations to carry them. You could write letters to the editor of your local newspaper. You could write an article for your school newspaper on drug abuse.

Puppet show:

You could write your own script, design your own puppets, and give performances for younger children after school.

Drug-free events:

You could sponsor a drug-free day at school, or organize a drug and alcohol-free prom or dance, or perhaps a 5K run.

Conferences:

You could organize a conference on drug-free youth and give presentations on various drugs and how to say no and live a drug-free life as well as teaching leadership skills.

Peer counseling:

Get training to be peer counselors to help other young people with problems.

Tutoring, mentoring:

Set up a student teaching service to help educate your peers or younger children about substance abuse. Being a big brother or big sister for younger children can make a big impact on their lives.



Community clean-up:

Drugs are less likely to flourish in areas that are clean. With appropriate adult supervision clean up trashy, run-down, or overgrown public areas. Spruce up schools, neighborhood parks, and the yards of those unable to do the work. Wipe out or paint over graffiti.

Summer programs:

Plan and staff recreation programs for young children; build playgrounds, help provide outings for disadvantaged children.

Real Life Examples

Learning for Life (LFL)

Learning for Life is a youth-serving organization which aims to help youth meet the challenge of growing up by teaching character and good decision-making skills and then linking those skills to the real world.

As part of the Elementary Learning for Life program, LFL has developed a set of lesson plans for kindergarten through grade six. Each set of plans contains age appropriate and grade specific lessons and activity sheets. For more information call your local Learning for Life office, or visit www.learningforlife.org.

Inspiration from South Carolina Teens

In the Jesse Jackson Housing Project in Greenville, South Carolina, a group of teens decided they would like to make a difference, and they wanted to focus on drug prevention in their community. You have probably heard about McGruff the Crime Dog and The National Crime Prevention Council (NCPC). With the help of this national crime prevention organization and some local pharmacists, these teens researched drugs and their interactions to put together a presentation for parents and grandparents on ways to help keep their kids drug free. They started small by visiting local churches and speaking to the seniors. Within a year, though, they were out there in their community and in the schools doing drug prevention. You can learn a lot about how teens can contribute to community efforts at www.ncpc.org.

Teens In Prevention

Teens in Prevention (TiP) is a youth-driven network sponsored by the Drug Enforcement Administration which aims to empower America's youth to become part of the solution to their drug problem and provide a community solution to a community problem. Every

Real Life Example Highlight



Learning for Life

Meet Reginald "Renell" McCullough, former National Youth Representative for Law Enforcement Exploring, a program of Learning for Life. Renell is a former member of Post 219 sponsored by the Franklin, TN, Police Department. He volunteered hundreds of hours to work events with his post and with the Police Department. He has taken part in a number of leadership trainings and experiences, including a four-month program called Youth Leadership Franklin. In May 2008 Renell graduated from the University of Tennessee in Knoxville and is preparing for a career in public service. He believes that knowing that you have made a difference in somebody's life is the greatest feeling in the world.

October, teens from El Paso, Texas; Las Cruces, New Mexico; and Ciudad Juarez, Mexico meet at the International Bridge of the Americas and exchange red ribbons as part of the Annual Bi-National Red Ribbon Rally. The ribbon exchange is followed by a parade and entertainment as well as exhibits where anti-drug material is distributed.

The TiP chapter at LaCueva High School in New Mexico set up a booth for Homecoming and had “drunk goggles” that students could put on. The students could throw a cream pie at a teacher if they answered a drug question correctly, but they had to put on the goggles before they took the shot. The goggles showed what 1.0, 1.5, and 2.0 blood alcohol look like. These same students went to the Zia Native American Pueblo and presented a drug-free program to the students at the Zia Elementary School.

PRIDE Youth Programs

America’s PRIDE is a drug and violence prevention program for youth

in high school. PRIDE team members reach out to their peers and community with an assertive, drug-free message. They also organize drug-free, fun activities.

A PRIDE team from Newaygo County, Michigan, performs at Champion Cheerleading, a summer camp. The PRIDE team goes to the camp for four days during the months of July and August every year to do an hour-long presentation of high energy drug prevention and awareness to the cheerleaders attending the camp. The object is for the cheerleaders to go back to their schools in the fall and spread the enthusiasm of drug free youth and the PRIDE organization.



Oregon Teens Create Anti-Meth Ads

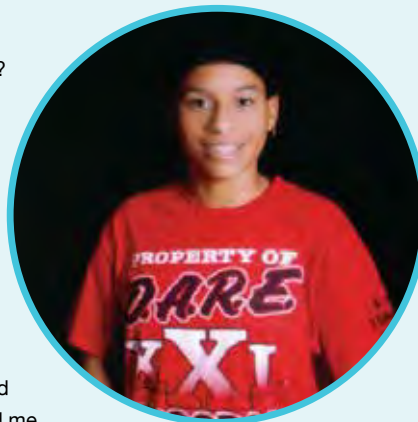
Students at Newberg High School in Oregon created two anti-meth public service announcements (PSAs) as part of the Oregon Partnership’s Yamhill County’s Meth Awareness Project (MAP). The 30 second ads point out

Real Life Example Highlight

D.A.R.E

Many people know DARE as an elementary school program where police officers teach children about drugs. Did you know that DARE also has a Youth Advisory Board made up of high school representatives from each state? Their role is to provide feedback to the DARE organization and assist DARE programs in the local schools. Working with DARE is a good way to gain leadership experience and help the community at the same time.

Meet Haida Boyd from South Dakota. She has just finished her 2-year term as her state’s representative. Among the projects she helped establish was an after-school program in Aberdeen, South Dakota, a community without a DARE program. She worked with the school superintendent and the police department on projects for several schools in that community. Her first project, called PEER PLUS, was a program focused on homework help and outdoor recreation. She says she has learned a lot from the experience and has pledged to never drink alcohol or abuse drugs. “Seeing other teens around me doing drugs only makes me stronger,” she said. “To me, life is priceless and drugs always come with a consequence. Learn more at: www.dare.com.





the dangers of methamphetamine to other teens. The PSAs were created in conjunction with the Northwest Film Center. They are currently being broadcast by several television stations at a time when methamphetamine use by teens in Oregon is a growing problem. See their PSAs at: www.methawarenessproject.org.

Resources

There are lots of resources to help put a program together, including publications, audiovisual material, financial support, and local experts. Speakers are available, often free of charge. Contact local police departments, the Chamber of Commerce, hospitals, parent groups, and other local groups to obtain speakers for your events.

On the federal level, the Drug Enforcement Administration (DEA) and the National Clearinghouse on Alcohol and Drug Information (NCADI) have limited quantities of free publications.

Each state has a drug and alcohol abuse prevention division. These offices are responsible for putting together a prevention plan for the state each year, and they are aware of resources located around the state. You can obtain the

address and telephone number of your state office by contacting your state government, the Center for Substance Abuse Prevention, or the National Association of State Alcohol and Drug Abuse Directors (NASADAD).

Films, videos, PSAs and news clips can help make your programs interesting. Your local library may have some for loan, or check with your state prevention coordinator for other possibilities. The National Clearinghouse for Alcohol and Drug Information (NCADI) has audiovisual materials available for a very minimal cost. Videos are also available from many commercial firms. There are also a number of web sites which host satellite broadcasts on topics of interest.

Training Resources

It's important to be up to date on drug trends and anti-drug programs. Get some training from local contacts and programs to help you in these areas. Some potential trainers for you and your groups include:

- Your police department's narcotics or community relations unit;
- The local DEA office has personnel in each Field Division around the country;
- The National Guard in each state has a Drug Demand Reduction Administrator;

Activity:

Are you aware of other organizations which have sponsored events or activities? Talk to people involved in those efforts to learn what worked.

Can you join forces with existing programs to accomplish more?

- Substance Abuse Counselors at drug rehabilitation centers;
- Your local pharmacist or doctor;
- Local teachers and college professors.

Planning And Implementing A Successful Drug Prevention Program

Successful prevention programs do not need to be elaborate—sometimes the most successful programs are simple. But planning and carrying out a good program requires some thought, planning and oversight. Here are some things to help with a successful program.

- **Decide what type of effort you want to undertake.** Do you want to influence peers? Help children stay away from drugs? Improve your community? Get the attention of adults and organizations?
- **Identify an advisor/sponsor for your program.** This person can be an adult involved in drug prevention, a teacher, coach, guidance counselor, clergy member, etc. It could be another teen who is already involved in a program or a business person or civic leader who is interested in drug prevention.
- **Form a team of interested people and pick a team leader.** If you choose to work by yourself, identify who is there to help you if you need assistance.
- **Do research on the drug problem in your area.** Find out as much as you can about the problem and community resources to address the problem.
- **Have a plan.** Identify your objectives and set realistic goals. Remember that small steps sometimes lead to great successes.
- **Establish a timetable for your**

activities. Adjust the timetable if necessary.

- **Get training from experts in the areas you will need help with.**
- **Keep notes on the progress of your project.** Record information on obstacles you faced during your project, and how you overcame them.
- **Keep track of any funding you have received and spent.**
- **Report back to advisors/sponsors on the progress you have made, and what you have accomplished.**

Financial Resources

Implementing a community drug awareness program need not involve large sums of money. The important thing to remember is that there are organizations willing and able to help young people make a difference in fighting drugs. Potential sources of support may include service or civic clubs, neighborhood watch groups, local corporations, etc. The Elks are one service group which has selected drug abuse prevention as a major project. In addition, groups can earn money by holding events such as dances, bowling, car washes, bake sales, etc.

Activity:

Do some research in your own community. Your local library or mental health or drug treatment center should have lots of information that you can use in your program. There are many experts in your community who may be willing to assist your group. These include the police, doctors, pharmacists, psychologists, and others.

Sample Drug Abuse Prevention Program Planning Worksheet

Group/Project Name: _____
Advisor/Sponsor: _____

Program Purpose:

Nature of Drug Problem: _____

Selected Target: _____

Brief Statement of Program: _____

Program Resources:

Group Resources: _____

Community Resources Available: _____

Materials Needed: _____

Budget:

Expenses:

Income Sources:

Goals: These are the goals and objectives the group hopes to accomplish in the next year.

30-Day Objectives: _____

60-Day Objectives: _____

90-Day Objectives: _____

6-Month Objectives: _____

1-Year Objectives: _____

Drug Prevention **4**teens

2008 United States Department of Justice
Drug Enforcement Administration
Demand Reduction Programs
www.dea.gov
www.justthinktwice.com
www.GetSmartAboutDrugs.com
www.learning-for-life.org
Item No. 99-349





Explorer Activity Interest Survey

Look at the list, and place a check mark in front of three items you would like to see planned as part of the Exploring program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

Name: _____ School: _____

__Bowling

__Movies

Sports Activities:

__Camping

__Music

__Career Fair

__Photography

__College Planning

__River/White-water
Rafting

Hobby Interests:

__Community Clean-up
Project

__Rock
Climbing/Rappelling

__Computers

__Roller Skating

Other Ideas:

__Conservation Project

__Sailing/Canoeing

__Cycling

__Snorkeling/Scuba
Diving

__Dance

__Field Sports

__Snow Skiing

__First Aid Training

__Swimming

__Fishing

__Tour of City (area)

__Horseback Riding

__TV or Radio Station Visit

__Ice Skating

__Waterskiing

Exploring Officers Association President and Vice President Nomination Form



The following Explorer is seeking a nomination to be considered for the position(s) of local, area, region, and/or national Exploring president and/or vice president. For more information about these positions and the minimum qualifications, please refer to the Exploring Guidebook. This application should be completed by the nominee.

If this form is incomplete when it is submitted to the local or national Learning for Life office, the nominee will not be considered eligible for the position for which he or she is applying. Please read the application carefully, since there are specific requests to be completed by the youth.

This is a multipart application. The personal biography includes qualifications that the nominee is expected to discuss with parents, the Post leader, and the Scout executive prior to applying for consideration.

Explorer Name _____

Council name _____ Council No. _____

Region _____ Area _____

Currently registered in Post No. ____ Participating organization _____

Home address _____

City, State, Zip _____

Cell phone _____ Other phone _____

Email _____

Parent's name(s) _____

Parent's phone _____

Parent's email _____

☐ I will be under the age of 21 during the entire term in office.

The nominee should attach to this application a personal biography (suggested format that follows) stating personal qualifications for the position(s) for which he or she is applying. Applicants seeking nomination for multiple positions may, at their own choosing, submit separate statements of qualifications for each desired position. Do not enclose the statements in notebooks, binders, or sheet protectors.

Attach a 3-by-5-inch or 600 x 600 pixel color photograph for publicity purposes. This must be a head-and-shoulders shot of the nominee and be of reproduction quality. This photo must be included for the nominee to be considered for the position for which he or she is applying.

NOMINEE'S AGREEMENT

I am interested, able, and willing to serve as:

- | | |
|--|---|
| <input type="radio"/> National Exploring president | <input type="radio"/> National Exploring vice president |
| <input type="radio"/> Region Exploring president | <input type="radio"/> Region Exploring vice president |
| <input type="radio"/> Area Exploring president | <input type="radio"/> Area Exploring vice president |
| <input type="radio"/> Local Exploring president | <input type="radio"/> Local Exploring vice president |

I, the nominee, hereby certify that I meet the qualifications for the above-nominated position(s). I understand that I may apply for multiple positions; however, if selected, I can serve in only one position per year. I hereby agree to the terms outlined for the position(s) in the Exploring Guidebook. I understand that if any signatures are missing, I will not be considered for the position(s) for which I am applying.

Nominee's signature _____ Date _____

Parent's approval _____ Date _____

Post Advisor's approval _____ Date _____

Local council approval: We recommend and approve this Explorer for the above position(s). He or she meets the qualifications as stated in the Exploring Guidebook, and will be under the age of 21 during the entire term in office.

Scout executive's approval _____ Date _____

LOCAL POSITIONS:

Submit completed application package to the local council office by **February 15** each year or by the date determined by the local council.

NATIONAL/REGION/AREA POSITIONS:

All submissions must be postmarked by **February 15** each year for national Exploring president and national Exploring vice president positions; **February 28** each year for region Exploring president and vice president positions; and **March 15** each year for area Exploring president and vice president positions. The complete submission package must be received by the deadline listed and should be mailed or scanned and emailed to:

Learning for Life & Exploring National Service Center
Exploring Officers Association S510
1329 West Walnut Hill Lane
Irving, Texas 75038

Email to exploring@lflmail.org

Email is the preferred method of receipt. If the application is emailed, do not also mail a copy.

If your complete application package is not received by the local or national office by the deadline, you will not be eligible for the position.

BIOGRAPHY

You may choose not to use this form and type your biography in a separate document in which case, please follow this format.

_____ is a member of _____ Council (name the council, do not use abbreviations) located in _____ (city, state) which is part of area number _____ in the _____ Region, and is currently registered in Post _____ (No.). He/she became involved in Exploring at the age of _____ (number) with the Post because:

As an Explorer, _____ has taken the following courses and/or training:

also staffed the following course and/or event and/or trainings for his/her council/area/region (name the council [no initials or numbers], area, or region):

has earned the following awards as an Explorer:

is currently attending _____ school (if in college, list your year and major; if in high school, list your grade) _____.

Academic awards earned:

Community awards earned:

Leadership positions held in Exploring or in other organizations:

Clubs and/or sports participated in:

Other groups or activities participated in:

Explain why you want to serve and what you hope to accomplish in the position(s) you are seeking: (2-4 sentences)

Facebook for

Educators & Community Leaders



a practical guide to help teens navigate



Facebook's Mission:

Give people the power to share and make the world more open and connected.

contents

1. Teens & social media—the basic principles	1
2. The Facebook community standards	2
3. Reporting abuse on Facebook	3
4. Bullying intervention & prevention	4
5. Privacy & controlling your information	5
6. Facebook Groups	6
7. Developing social media guidelines	7-8
8. Promoting digital citizenship	9
9. Promoting digital hygiene	10
10. Mobile	11
11. Resources	12
12. Supporters	13

introduction:

Today's teens were born into a digital world. They are connecting, sharing, and learning through the latest advances in technology.



This is creating a vibrant world full of interactivity and learning, where young people make new things and connect in ways that enrich their lives in the classroom and in their communities.

Educators, community leaders and advisors play an active role in guiding teens.

This guide is here to help you understand the digital world, and Facebook in particular, and be a supportive partner in assisting teens as they navigate it.

Safety, privacy and digital literacy and citizenship are important conversations where everyone plays a role. We invite you to join the conversation on the Facebook Family Safety Center at www.facebook.com/safety.

—The Facebook Team

1

teens & social media – the basic principles

Adults in teen's lives need to be supportive partners so that teens make safe, smart and responsible choices.

By all accounts, teens are mindful of how to behave and interact using social media. The vast majority of kids are interacting with each other online in a healthy and productive way. They are joining groups. They are chatting together. They are talking about their hobbies, sports, and favorite pop stars.

Research

According to a 2013 Pew Research Center study, teens are taking steps to protect their privacy. The survey finds:

- **60%** of teen Facebook users set their Facebook profiles to private and most report high levels of confidence in their ability to manage their settings.
- **89%** of teens say managing their Facebook privacy settings is 'not difficult at all' or 'not too difficult'.
- The study found that Teens are cognizant of their online reputations, and take steps to curate the content and appearance of their social media presence.

Here are a few pointers to help you understand teens and social media:

- 1 Understand their world** – Sometimes adults think about the difference between online life and offline life, but for teens, it's just life. Just as teens are playing on the soccer field or interacting with other kids at school, they will be interacting online too. Social media is an extension of life.
- 2 Show respect** – It's important to show teens a level of respect as they create a space online that allows them to communicate and express themselves. If you are connected with them on social media, show them the same respect that you show them in other public situations – this is not the place to correct their grammar or spelling, or to berate them in front of their friends.
- 3 Know the age restrictions and use guidelines for the networks they use** – It is against Facebook terms for anyone under the age of 13 to have a Facebook account, and we want the adults in teens' lives to understand this restriction and enforce it. People can always report underage activity to Facebook, and we review those reports and take requisite action to enforce our terms.
- 4 Encouraging teens' critical thinking** – One of the best pieces of advice to give a teen using any social media platform is to think before they post. Even though Facebook has great tools to delete content or remove a post, take the opportunity to remind them that anything they post – whether on Facebook or anywhere on the Web – can be copied, pasted and sent around in ways that they did not intend. If they have any doubts about whether, down the road, they will be comfortable with something they post, it's better not to post it in the first place.

– Rosalind Wiseman, Author, *Masterminds and Wingmen*



2

the Facebook community standards

Facebook's Community Standards govern how the more than a billion Facebook users throughout the world should interact with each other on Facebook.

Since Facebook gives people around the world the power to publish their own stories, see the world through the eyes of others, and connect and share wherever they are, these guidelines play an important role in balancing expression with helping protect people from harm.

It's important that you become familiar with these Community Standards so that you can guide teens and help them understand how to conduct themselves on Facebook. Facebook's Community Standards include guidelines in:

- Violence & Threats
- Self-Harm
- Bullying & Harassment
- Hate Speech
- Graphic Content
- Nudity & Pornography
- Identity & Privacy
- Intellectual Property
- Phishing & Spam
- Security

Read more about our Community Standards at:

<https://www.facebook.com/communitystandards>

did you know:

Facebook is based on real names and authentic identities. Facebook requires that its registered users represent who they are in the real world. It's the most basic safety tool. The reason for this is simple: when people are accountable for their actions, they are more likely to behave well and treat each other with respect. On Facebook, the connections are real and authentic. If anyone discovers a user posing as someone else, they should report it.

3

reporting abuse on Facebook

We rely on the people who use Facebook to report conduct and content that violates our Community Standards. With so many people around the world, Facebook is equivalent to the world's largest neighborhood watch system.

Reporting Community Standards Violations to Facebook

You can report content on Facebook that you think may violate our standards right where the violation shows up. You can report a status update on a friend's Timeline. You can report a story in your News Feed. You can report a photo someone shared. You can even report an entire Page.

Reporting to Your Community: Social Reporting

Sometimes, although content or conduct doesn't arise to a Community Standards violation, people want to bring them to the attention of their Facebook community. To help in these situations, we developed Social Reporting, which lets people use Facebook's reporting tools to communicate with a member of their community that a particular piece of content made them feel uncomfortable. If you see something on Facebook that you don't like and which doesn't violate the Facebook Terms, you can use the report links to send a message to the person who posted it asking them to take it down.

In certain cases, such as bullying or harassment, you may not feel comfortable reaching out to the person directly. In these cases, you can use the same tools to reach out to a parent, teacher or a trusted friend.

Here are some things that Social Reporting can help you do:



- Remove a tag
- Talk to the user posting the content
- Reach out to someone in your community for help
- Unfriend or block the person

4

bullying intervention & prevention

Bullying is a difficult issue that impacts our kids. Educators and advisors need to reinforce the message that bullying, wherever it occurs – on the schoolyard, in the community, or online – is unacceptable.

On Facebook, we have a wide array of tools to help people intervene when bullying occurs and to create a climate where bullying is prevented.

Terms & Reporting

Bullying and other harassment violate our Community Standards. When you see bullying content or conduct, you should report it to Facebook using our tools and links to report abuse. We prioritize abuse reports for bullying, so they are responded to more quickly.

Social Reporting

We're innovating in the bullying prevention arena with tools like Social Reporting, which gives people an opportunity to work out their differences.

Education

We're deeply involved with the bullying prevention community. We work with experts in the fields throughout the world.



CASE STUDY:
DANIEL CUI,
HIGH SCHOOL GOALIE

Creating a bullying prevention climate in schools

High-school goalie Daniel Cui missed blocking a game-losing kick, and was subsequently harassed by other students. In reaction, Cui's classmates used Facebook to have his back by uploading his picture to their Facebook Timeline, showing solidarity with him.

did you know:



The Stop Bullying: Speak Up campaign, created by Cartoon Network, is helping change the climate by reinforcing the notion that bullying is uncool. Since the campaign launched on Facebook, more than two million people are following the campaign, which features a pledge for adults and students to speak up when they see bullying occur.



The Girls Scouts' Be a Friend First curriculum helps girls explore thorny issues like peer pressure, stereotyping, gossip, and cliques through engaging role-plays, creative writing, games, and discussion exercises.

5

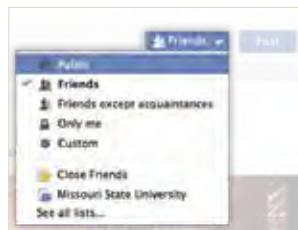
privacy & controlling your information

We've designed Facebook with privacy controls at the center of the experience so that people can choose what information they share and with whom they wish to share that information.

In Line Privacy Controls

We believe in the power of contextual, in-line privacy so that people can decide at the point of sharing who should see their content.

When you post a photo or video, share a link, or write a status update, you can choose the appropriate audience for that post. This makes it easy to ensure you're sharing a post only with the people with whom you want to be sharing.



Activity Log

The Activity Log is a powerful tool for controlling your information. Your activity log lets you review and manage what you've shared on Facebook. With your activity log, you can manage who sees your content across Facebook, including in search results. No one else sees your activity log.



Privacy Settings

Reviewing your privacy settings and encouraging the teens in your community to do the same is one of the most crucial components to keeping all of you safer online. Make sure you consider your audience when sharing content on Facebook and elsewhere on the Internet. Sometimes we forget how broad the potential audience can be, thinking we are only communicating with the people we are thinking about. Facebook makes it easy to enforce your audience and privacy choices by using the simplified privacy settings found at www.facebook.com/privacy.

did you know:



You can check out your Privacy Shortcuts by looking for the lock icon at the top of the page. These shortcuts give you quick access to some of the most widely used privacy tools and settings.

6

Facebook Groups

Many educators, advisors, and community leaders want to use social media, but want to share interests and thoughts with a smaller group with common interests. Facebook Groups are a great solution.

Facebook Groups allow people to come together around a common cause, issue or activity to organize, express objectives, discuss issues, post photos and share related content. It's a mini-community within Facebook's network.

When you create a group, you can decide whether to make it publicly available for anyone to join, preapprove members or keep it private and by invitation only. New posts by a group are included in the News Feeds of its members, and members of the group can interact and share with other members of the group.

Groups range widely, from members of a church group, school or athletic team organizing activities to serious topics on politics and world events.

did you know:



Facebook Groups is a great tool for teens too. From groups for soccer teams to study groups, Facebook Groups help teens use Facebook appropriately.



Helping educators connect with their school communities

JULIE GOLER
HIGH SCHOOL ENGLISH TEACHER
BEVERLY HILLS HIGH SCHOOL, CA

Julie Goler, an educator at Beverly Hills High School, uses Facebook to host discussions among her sophomore honors English students. By creating Facebook Groups for her classes, Goler says she's found an easy online place for students to ask questions, both of her and of their fellow classmates. And since most of her high schoolers are already on Facebook, it's easy for them to weigh in with tech tips, questions about the homework or suggestions on tackling a paper. The result is a discussion that Goler can moderate.



TIPS FROM: EDUTOPIA

developing social media guidelines

Many educators and advisors are interested in leveraging social media in the classroom and in the community, but are looking for more information on how to create social media guidelines that meet their community's needs. Facebook collaborated with Edutopia to help you as you create your social media guidelines.

1. Examine your community's culture

When setting out on this journey, it is important to understand the prevailing beliefs about social media in your community. How are social media products currently being used by students? By teachers? By administrators and parents? By the broader community? How can they be leveraged for better communication? What are the fears and opportunities around social media in your community?

2. Organize a team

This team should include people who use social media – in the classroom, in the community – and those who do not. For example, one school district chose to have a teacher and administrative representative from each grade level in the district, along with their heads of instruction and technology, school attorney, and two student representatives. You have to find a combination that works.

This team should be open and transparent in all their conversations and decision making, and be clear about their shared goal. Establish a website or webpage for the posting of notes, resources, and minutes from the meetings.

3. Research

Your team should begin by evaluating the current policies that are already in place in your school, district and community. Many districts already have policies in place that cover the acceptable use basics – so they only need to add guidelines to help crystalize learning

opportunities. Because the social media landscape changes quickly, this is often the best approach.

Next, the team will want to examine the social media guidelines from other institutions. You will want to involve your school or organization's attorney in the draft process to make sure that you are within your current local and state policies.

4. Draft your document & incorporate feedback

Now your team will take all the information you've gathered and create a document. This can be the most challenging part of the process and you can expect many drafts and revisions.

For example, one school district posted their drafts to a school wiki, where anyone on the team could contribute. There were also opportunities for other teachers, administrators, and students to make comments or bring up other items for consideration.

Schedule meetings to talk to school staff, administrators, parents, and community members face-to-face.

5. Make sure the organization's attorney & governing body sees the draft

Your organization's attorney will ensure that you are not violating any current policies, laws, or ordinances. Your governing body might want to review your document, and if you are changing policy, they will want to discuss and take a vote.

7

TIPS FROM: EDUTOPIA

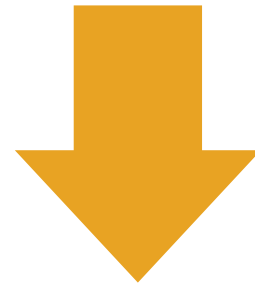
developing social media guidelines

6. Introduction to the community

Now that all stakeholders have signed off on your guidelines, it's time to roll it out to your greater community. Every member of your team should be tasked with talking to specific groups and/or schools. Take the time to educate your students, faculty, staff, parents, and community about what the document means to them. If you have been open and transparent from the beginning, this will be an easy step.

7. Review periodically

Your new guidelines should be a living document and should be revisited often. Social media products change. Your culture will change. Policies will change. Your team needs to look at your document at least annually to determine whether it is working and whether any adjustments need to be made.



Visit Edutopia.org for more guidance on creating social media guidelines.
www.edutopia.org

promoting digital citizenship

Educators, advisors and community leaders want to guide teens on making safe, smart and responsible choices so that they are equipped with the knowledge to do this wherever they are: offline in the school hallway or online using social media.

1. Educate yourself

Stay informed about the websites young people are visiting, activities they're engaging in online, and the latest online challenges facing them. Arm yourself with information that allows you to start a conversation about being a good digital citizen. Ask them what they like to do online and learn about new and fun apps and sites.

2. Build your skills and get teens to help you

Young people need effective digital literacy skills to become confident digital citizens. Stay committed to continuously building your own cyber skills and knowledge to help support and guide young people.

3. Focus on the good

When online, young people need an environment that provides safeguards, while also offering the freedom to take advantage of the many benefits of using technology for good. Share and praise young people who use technology to inspire, connect, and change their community and even the world.

4. Connect with other adults

Adults often look to each other for guidance about how to raise good digital citizens. Encourage parents to talk about online behavior with their kids and family can help them set expectations.

5. Start the conversation about safety practices

It's important to provide protections for young people without stifling the type of innovation that will lead to more digital opportunities. Encourage parents to use age-appropriate filtering, blocking, and monitoring software on all Internet-enabled devices used by young

people, including laptops, wireless phones, and video games. It's also key to talk to teens about privacy settings and managing how much information they share online.

6. Show balance

Teach young people the importance of balance. Though technology can be an amazing tool for learning, growing, socializing, and creating change, sometimes you need to unplug to maintain healthy relationship with technology. Model good behavior and show young people that it's important to build in some tech-free time once in a while.

To learn more about creating digital literacy
and citizenship skills among teens,
visit FOSI's Platform for Good
www.aplatformforgood.org

promoting digital hygiene

Digital hygiene isn't about electric toothbrushes. It's about keeping digital devices, accounts, personal information, files and access secure. Think of it as self-defense. Teach teens that most digital problems can be avoided with preparation.

1. Keep your devices clean

Keeping devices 'clean' means avoiding spyware and other malware, such as viruses and other applications designed to harm your devices or data.

Spyware and malware can be installed on your device in several ways. The most common are by clicking on a link, sharing a flash drive or storage device, or downloading or accepting a digital file. Malware is designed to harm your device or data. Spyware is used to "spy" on you, your files and what you do with your device. Some spyware can even give others access to your device by remote control.

Luckily, these are easy to avoid if you are careful and think ahead. Most good security programs offered by well-known security software providers will help spot and remove most spyware, keep others out of your devices and files and prescreen for malware. Just make sure they are correctly configured and set to update automatically to keep you and your devices protected. Most work for computers, but some also protect mobile devices from spyware and viruses.

2. Protect your password

Don't share password – Remind teens that giving out their password is like locking their door, but giving someone the key and burglar alarm code. Teach teens to make it a rule to never share passwords. And if they do, it's important to act fast, especially when relationships change. Tell them to choose a password that is easy to remember but hard to guess, and that the faster they act to lock out others from their accounts, the better.

Make passwords hard to guess, and use different passwords for different sites

Tell them that if they rarely use different passwords for different sites or purposes, once someone has it for one network, they have it for all networks. Too many account intrusions arise just because the password was easy to guess, such as the word 'password' or '12345'.

Use passwords to lock devices and files – Educate teens to use passwords to lock their devices when not in use and to protect sensitive files, folders and features.

3. Authenticate their device

Help teens understand how to help prevent their account from being accessed by someone from a different device. On Facebook, have them consider authenticating their device by letting Facebook know which devices they use.

4. Protect their reputations

Teach teens to be mindful how they are seen in public by using search engines and social media sites to look themselves up. Have them search for their whole name. Search for cell number, screen names and email addresses. Search for nicknames and home address. Then set an "alert" to send a message any time the search engine finds this information online. The faster they know about something that is posted about them that shouldn't be, the faster they can do something about it.

For more information about helping teens practice good Digital Hygiene, please visit WiredSafety at www.wiredsafety.org

Smartphones can do pretty much anything a computer can and then some. They have cameras. They can share their owner's location. They're always connected, and they're always with their users – including school. Whether for using Facebook or just about anything else a kid wants to do, there's likely “an app for that.”

1. There's a lot to respect about kids' use of mobile tech

It's increasingly woven into young people's lives. It's what they use to socialize, get homework help, stay in touch with family, play games, find information and so much more. And research shows they're pretty smart about privacy and other protective phone settings. As educators, your role is to understand and support kids' constructive use of mobile technology.

2. Mindful phone use is safer phone use

It's the same as on a computer, only sometimes people can be a bit more spontaneous when using a phone's social apps or photo- and location-sharing capabilities. Spontaneity allows for so much to be captured and shared, which can be positive or negative. Encourage critical thinking about how and what people post or share is a reflection on them *and* has impact on others.

3. Mobile phones can share users' location

Some apps have location-sharing features, which is great when people are sharing whereabouts with family and friends. You can help students remember to use geolocation technology wisely and check frequently to be sure they're only sharing their location with people they trust. They should be aware of and know how to disable apps that are tracking their location for marketing purposes and to make sure their photos aren't automatically “geotagged” with location information.

4. Settings can increase privacy and security

Smartphones have privacy and security settings that control access to specific information, such as which apps can access contacts, calendar or location. Encourage students to check their settings and change them if necessary. Students and teachers should lock or password-protect their devices to prevent others from snooping or using their phone to impersonate them or share their photos.

5. Apps sometimes do more than they advertise

Smartphone and tablet users usually download apps for specific purposes – to play a game, make a photo collage, or find new tunes – and don't always consider what else the app might do. Sadly, there are some apps that collect users' information and sell it to marketers or, worse, even to criminals. Mobile users should download apps only from reputable app stores and – even then – check reviews, ratings and whether they have privacy policies. Encourage students to delete apps they're not sure they can trust.

For more on safety, privacy & security
and the latest kid-tech news & analysis, visit
www.ConnectSafely.org

11

resources

Facebook has many tools and resources for Educators and Community Leaders. Our goal is to enable you to connect with your wider community.

Facebook Groups

Facebook Groups are places where people share with a certain subset of people on Facebook.

In the Classroom

- Create a classroom discussion to extend what students are learning in the classroom
- Create a connection with the parent community
- Create a learning and professional development network with other educators

In the Community

- Use groups to create a conversation with core supporters
- Use groups to mobilize your community leaders

To learn more or create a group go to www.facebook.com/addgroup

Pages

Facebook Pages enable people and organizations to share their stories and connect with people.

In the Classroom

- Use a Page to set up a presence for your school on Facebook
- Enable parents researching schools to get a better understanding of the school culture through this page

In the Community

- Use the Page to grow and engage with your supporter base
- Post stories and create events

Create a Page at www.facebook.com/pages

Privacy Controls

Facebook enables people to control who can see the content they post.

In the Classroom

- Use privacy controls to set boundaries between work life and personal life
- Use Friends Lists as a way to control the audience of your posts

In the Community

- Understand the privacy controls so that you can guide teens

Check out your privacy settings at www.facebook.com/privacy



12

supporters

Safety is a conversation. Thanks to these organizations and collaborators in helping us create The Facebook Guide for Educators and Community Leaders. We encourage you to check out their resources.

A PLATFORM
for GOOD.ORG

ConnectSafely
Smart Socializing Starts Here™

edutopia™

girl scouts
of northern california



PACER's National Bullying Prevention Center®
The End of Bullying Begins With You | PACER.org/Bullying



wired
SAFETY



To learn more about safety,
visit Facebook at
www.facebook.com/safety

facebook



POST MEETING AGENDA WORKSHEET

3 Min. **1. Call to Order and Introduction of Guests**

Post President

10 Min. **2. Old Business**

Post President

A. Secretary reads minutes of previous meeting

B. Treasurer reports

C. Post Officers' report

10 Min. **3. New Business**

Post President

A. Discussion by Post participants on matters that need a decision.

B. Registration of new participants

VP of Administration

C. Promotion of upcoming events

VP Program

D. Post Advisor comments

Post Advisor

45 Min. **4. Post Activity* Program**

Youth Activity Chair

A. Remind Explorers about materials needed, requirements, or what to bring and wear, etc.

B. Introduction of presenters.

C. Carry out plan and conduct the activity.

2 Min. **5. Announce Date, Place and Time of Next Meeting**

Post President

5 Min. **6. Closing**

Assigned Participant

7. Refreshments and Fellowship by Post Participants.

After the meeting: Advisor and Post president confirm plans for the next officers' meeting. Post President follows up with next meeting; youth activity chair to double check all arrangements.

*Note: Conduct activity planned by committee and consultants using the activity planner.

1. Greeters (15 min prior to meeting start)

Greet the young people at the door. Welcome them, hand out nametags and Post program outline, and complete sign-in roster.

Post Committee

2. Introduction and Welcome (3 min)

The Post Advisor starts the meeting with a welcome, and all participants of the adult leadership team introduce themselves.

Post Advisor

3. Greetings from the Host (7 min)

The head of the participating organization gives the group a brief background on the organization's interest in organizing an Explorer Post and the organization's commitment to this Post. This brief talk should be motivational in tone. Be sure to help this person beforehand in the correct use of Exploring language so that the individual feels comfortable and appears knowledgeable.

Head of Participating Organization

4. Icebreaker (10 min)

Conduct an exercise that will help stimulate the participants to speak more freely by requiring everyone to talk for a few minutes. Games such as the interview game or Famous Person ID game will help to break the ice.

Post Advisor

5. Description of Exploring and Purpose of Explorer Post (7 min)

Consider creative ways to explain the meaning of Exploring. For a new Post, you could have a president from another Post introduce Exploring.

Youth Representative

6. Description of Upcoming Program of Activities (3 min)

Distribute copies of your planned program, with dates and times, for the first three months of the Post's year. During this part of the meeting, You should explain the election of youth officers and their responsibility to lead the program of this Explorer Post.

Associate Advisor to Program

7. Hands-On Activity (30-40 min)

Design a hands-on activity for each group to participate in. This should be a new experience and one of the most fun activities planned for the Post's first three months.

Post Committee

8. Participation Process (5 min)

Explain the participation process. Explain that the national participation fee includes liability insurance and activities, awards, and scholarships supported by Learning for Life. Display copies of Exploring literature.

Associate Advisor to Administration

9. Invitation to Join (20 min)

Serve refreshments. Collect participation fees from those ready to join, and mark the sign-in roster "paid". Ask others to have their fees ready by the second meeting, and mark their names "not paid".

Post Committee

10. Closing Comments (5 min)

Give a brief, motivational send-off. Be sure everyone knows the date, time, location, and program for the next Post meeting.

Post Advisor



THIS IS THE RECORD OF POST _____ or CLUB _____ of the _____
Participating Organization

City _____, State _____, Zip _____

WE MEET IN THE _____
Meeting place

every _____
(Example: second and fourth Wednesday of each month)

OUR ADULT LEADERS ARE

	Name	Address	Phone
Advisor/Sponsor	_____	_____	_____
Associate	_____	_____	_____
Associate	_____	_____	_____
Associate	_____	_____	_____

OUR COMMITTEE PARTICIPANTS ARE

Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____

OUR YOUTH ELECTED OFFICERS ARE

President	_____	_____	_____
Successor	_____	_____	_____
First Vice President	_____	_____	_____
Successor	_____	_____	_____
Second Vice President	_____	_____	_____
Successor	_____	_____	_____
Secretary	_____	_____	_____
Successor	_____	_____	_____
Treasurer	_____	_____	_____
Successor	_____	_____	_____

ADDITIONAL ELECTED OFFICERS ARE

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

ROSTER

LAST NAME (List names alphabetically)	FIRST NAME AND INITIAL	STREET OR RFD	CITY AND ZIP	AGE	GRADE
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FAMILY DATA

LAST NAME (List names alphabetically)	HOME PHONE	COMMUNITY AFFILIATION	PARENT'S PROGRAM CAPABILITY		
			FIRST NAME AND INITIAL	OCCUPATION	SPECIAL HOBBY OR SKILL
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ATTENDANCE

LAST NAME (List names alphabetically)	SEPTEMBER MEETINGS					OCTOBER MEETINGS					NOVEMBER MEETINGS				
	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES		OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES		OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	
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ATTENDANCE

LAST NAME (List names alphabetically)	DECEMBER MEETINGS				JANUARY MEETINGS				FEBRUARY MEETINGS			
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ATTENDANCE

LAST NAME (List names alphabetically)	MARCH MEETINGS					APRIL MEETINGS					MAY MEETINGS				
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ATTENDANCE

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RECOGNITIONS

LAST NAME (List names alphabetically)	List awards, other honors, and outstanding leadership in church and school in studies, activities, or sports.	
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RECOGNITIONS

LAST NAME (List names alphabetically)	List awards, other honors, and outstanding leadership achieved in the community.	List most important recognition achieved within the program.
	IN THE COMMUNITY	WITHIN THE PROGRAM
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LEADERSHIP RECORD

LAST NAME (List names alphabetically)	PRESIDENT		FIRST VICE PRESIDENT		SECOND VICE PRESIDENT		SECRETARY		TREASURER		OTHER OFFICER POSITION		ACTIVITY PARTICIPATION "C," COMMITTEE CHAIR "M," COMMITTEE PARTICIPANT									
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CAREER AND HOBBY CHOICE

LAST NAME (List names alphabetically)	CAREER		HOBBY OR SPORT	
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SUPERACTIVITY PARTICIPATION

LAST NAME (List names alphabetically)	List your program's superactivity in box below and insert date and number of days for each participating Explorer.			
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MINUTES OF OFFICERS' MEETING FOR _____
Month

Place _____ Date _____ Time _____

Call to order, introductions, etc. _____ Presiding _____

Minutes of last meeting read and approved _____ (or) corrected and approved _____

Reports and old business: _____

New business: _____

"Action" assignments (report at next meeting) _____

Advisor's comments: _____

Next meeting: _____ Place _____ Time _____

Signed _____
Secretary

SUMMARY OF FIRST POST MEETING IN _____ Month

Place _____ Date _____ Time _____

[illegible]

Signed _____
Post Secretary

SUMMARY OF SECOND POST MEETING IN _____ Month

Place _____ Date _____ Time _____

[illegible]

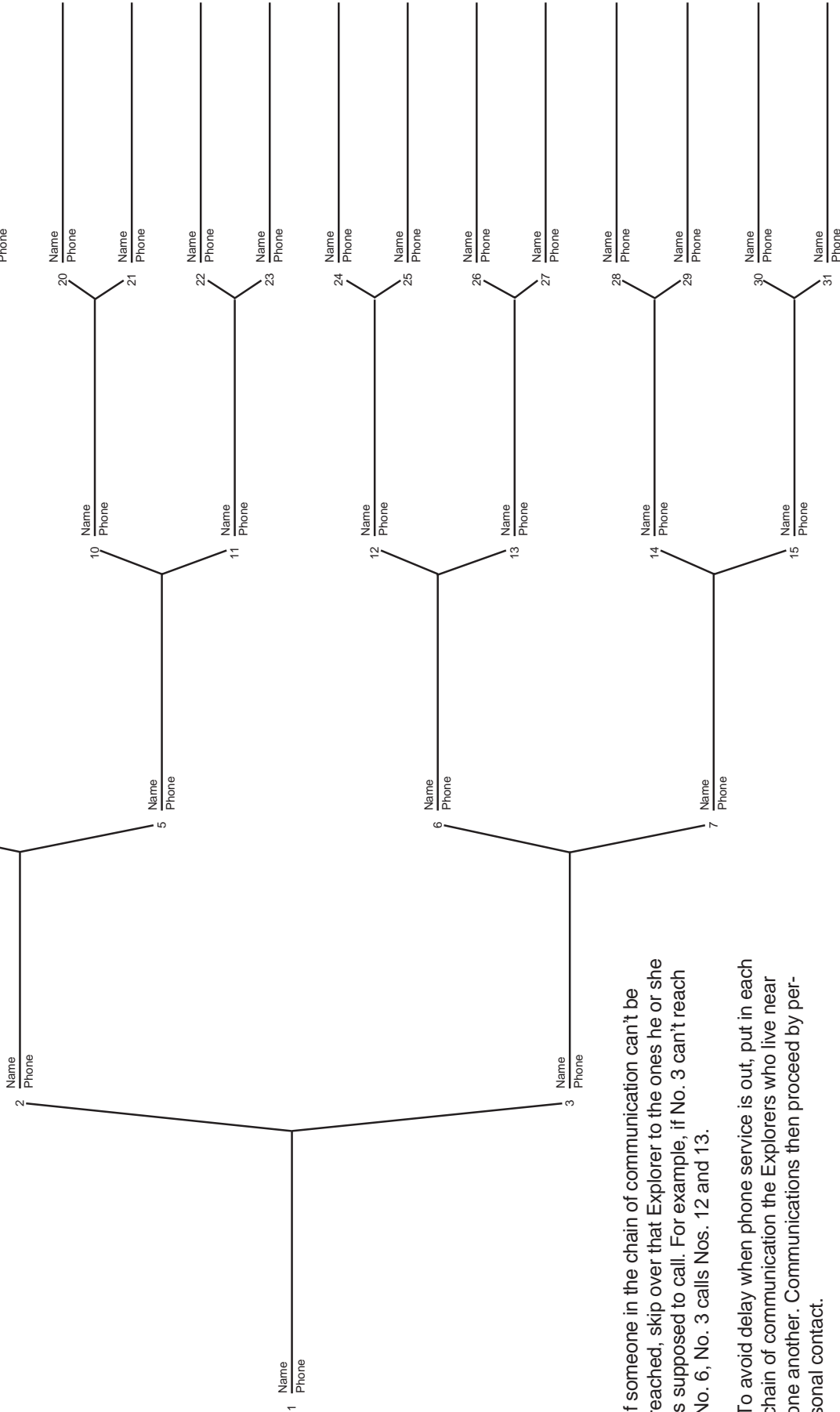
Signed _____
Post Secretary

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TELEPHONE NETWORK

The person activating this telephone network will call No. 1. Then the calls proceed as indicated below by the fastest possible method, even if phones are out of order or roads blocked.

For example, No. 1 calls Nos. 2 and 3. Then No. 2 calls Nos. 4 and 5, while No. 3 calls Nos. 6 and 7. So it goes until everyone has been notified.



If someone in the chain of communication can't be reached, skip over that Explorer to the ones he or she is supposed to call. For example, if No. 3 can't reach No. 6, No. 3 calls Nos. 12 and 13.

To avoid delay when phone service is out, put in each chain of communication the Explorers who live near one another. Communications then proceed by personal contact.

STUDENT INTEREST SURVEY											
LAST NAME			FIRST NAME			STREET ADDRESS			CITY	STATE	ZIP CODE
<div style="border: 1px solid black; padding: 10px; text-align: center;"> National Distribution Center Item# 618 833 Package of 30 </div>											
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STUDENT CAREER INTEREST SURVEY

0100 ARTS & HUMANITIES

0101 Actor / Actress
0102 Artist
0103 Author / Poet
0104 Dancer / Choreographer
0105 Fashion Designer / Model
0106 Interior Designer / Decorator
0107 Jeweler / Watchmaker
0108 Movie Producer / Director
0109 Music Composer / Conductor
0110 Musician / Singer
0111 Photographer
0112 Professional Athlete

0200 AVIATION

0201 Aerospace Engineer
0202 Air Traffic Controller
0203 Airport Operations Director
0204 Aviation Technician
0205 Avionics Equipment Technician
0206 Flight Attendant
0207 Pilot / Flight Engineer
0208 Space Flight / Astronaut

0300 BUSINESS

0301 Accountant / CPA
0302 Administrative Assistant
0303 Banking / Finance
0304 Business Management Analyst
0305 Compliance Officer
0306 Computer Engineer / Technician
0307 Computer Programmer
0308 Computer Support Specialist
0309 Computer Systems Designer / Analyst
0310 Entrepreneur / Self-employed
0311 Event / Meeting Planner
0312 Fashion / Merchandise Buyer
0313 Financial Analyst
0314 Food Service / Restaurant Mgmt
0315 Hotel Management
0316 Human Resource Manager
0317 Information Security Analyst
0318 Insurance Agent / Underwriter
0319 Personal Financial Advisor
0320 Project Manager
0321 Real Estate Agent

1300 ENGINEERING

1301 Aerospace Engineer
1302 Architect
1303 Biomedical Engineer
1304 Chemical Engineer
1305 Civil Engineer / Technician
1306 Computer Engineer
1307 Design Engineer
1308 Electrical Engineer
1309 Electronics Engineer
1310 Environmental Engineer / Planner
1311 Industrial Engineer
1312 Landscape Architect
1313 Mechanical Engineer
1314 Metallurgical Engineer
1315 Petroleum Engineer / Tech
1316 Renewable Energy Analyst / Manager
1317 Robotics Engineer / Technician
1318 Surveyor

0600 FIRE/EMERGENCY SERVICES

0601 Emergency Management Specialist
0602 Fire Fighter / Rescue Service
0603 Fire Inspector / Investigator
0604 Lifeguard
0605 Paramedic / EMT
0606 Search & Rescue
0607 Ski Patrol

HOBBY/RECREATIONAL INTEREST

0001 Aerobics / Pilates / Yoga
0002 Amateur / Ham Radio
0003 Archery
0004 Art / Painting / Sculpting
0005 Astronomy
0006 Baseball / Softball
0007 Basketball
0008 BMX / Mountain Biking
0009 Board Games / Chess
0010 Bowling
0011 Camping / Backpacking / Hiking
0012 Canoeing / Rafting / Kayaking
0013 Cave Exploring / Spelunking
0014 Cheerleading / Dance Squad
0015 Collecting, Card / Coin / Stamp
0016 Cooking
0017 Creative Writing
0018 Cycling
0019 Dance / Tap / Ballet / Jazz
0020 Extreme Sports
0021 Fishing / Fly Tying
0022 Football
0023 Gaming / Online Gaming

0700 HEALTH CAREERS

0701 Anesthetist
0702 Athletic Trainer / Sports Medicine
0703 Audiologist
0704 Chiropractor
0705 Dental Asst / Lab Technician
0706 Dental Hygienist
0707 Dentist
0708 Dermatologist / Skin Care Specialist
0709 Epidemiologist / Disease Study
0710 Home Health Care Aide
0711 Hospital Administrator
0712 Laboratory / Medical Technician
0713 Licensed Practical / Vocational Nurse
0714 Medical Assistant
0715 Mental Health Counselor / Therapist
0716 Nurse, Registered / Practitioner
0717 Occupational Therapist
0718 Ophthalmologist / Optometrist
0719 Pathologist / Microbiologist
0720 Pharmacist / Pharmacy Technician
0721 Physical / Corrective Therapist
0722 Physician / Surgeon
0723 Physician's Assistant
0724 Psychologist / Psychiatrist
0725 Radiologist / X-ray Technician
0726 Respiratory Therapist
0727 Speech / Language Pathologist
0728 Veterinarian / Veterinary Technician

0800 LAW ENFORCEMENT

0801 Border Patrol Agent
0802 Correctional Officer
0803 Crime Scene Investigator (CSI)
0804 Federal Law Agent
0805 Game Warden
0806 Military Police
0807 Park Police
0808 Police Officer
0809 Private Detective / Investigator
0810 Probation / Parole Officer
0811 Security Guard
0812 Sheriff / Deputy
0813 State Police / Hwy Patrol

0900 LAW, GOVERNMENT & PUBLIC SERVICE

0901 Air Force
0902 Army
0903 Attorney / Lawyer
0904 City Manager
0905 Coast Guard
0906 Court Reporter
0907 Judge / Magistrate
0908 Marine Corps
0909 Military Career
0910 National Guard
0911 Navy
0912 Paralegal
0913 Politician
1406 Building Contractor
1407 Carpenter
1408 Chef / Baker
1409 Construction Worker
1410 Cosmetologist / Barber
1411 Drafter / CAD Operator
1412 Driver - Truck / Bus
1413 Electrician
1414 Energy Lineworkers
1415 Energy Technicians
1416 Farmer / Rancher
1417 Forester / Lumberjack
1418 Heating, Ventilation, Air Conditioning Technician
1419 Heavy Equipment Operator
1420 Homemaker / Stay-at-home
1421 Landscaper / Gardener
1422 Logistician
1423 Machinist / Tool & Die Maker
1424 Natural Gas Technician
1425 Plumber / Pipe Fitter
1426 Water Treatment Operator
1427 Welder

1700 SCIENCE

1701 Anthropologist
1702 Archeologist
1703 Astronaut / Mission Specialist
1704 Astronomer
1705 Biochemist
1706 Biologist
1707 Chemist
1708 Computer Programmer
1709 Ecologist
1710 Farmer / Rancher / Livestock
1711 Forensic Scientist
1712 Geneticist
1713 Hydrologist
1714 Marine Biologist / Oceanographer
1715 Mathematician / Statistician
1716 Meteorologist / Weather Scientist
1717 Nuclear Technician
1718 Physicist / Nuclear Scientist
1719 Wildlife / Fish Manager
1720 Zoologist / Zoo Director

1500 SOCIAL SERVICES

1501 Adult Care Attendant
1502 Adult Education Teacher
1503 Child Care Worker
1504 Clergyman / Missionary
1505 Dietician / Nutritionist
1506 Drug / Alcohol Counselor
1507 Education / College Faculty
1508 Family / Marriage Counselor
1509 Funeral Director
1510 Librarian
1511 Museum Director / Curator / Historian
1512 Personal Fitness Trainer
1513 Rehabilitation Counselor
1514 School Guidance Counselor
1515 School Principal / Administrator
1516 Social / Welfare Worker
1517 Teacher
1518 Teacher / Special Education
1519 Youth Organization Professional

1400 SKILLED TRADES

1401 Animal Control Officer
1402 Appliance Repair / Service
1403 Auto Body Repair
1404 Automotive Technician
1405 Brick / Cement / Stone Mason
0046 Shooting Sports / Black Powder
0047 Singing
0048 Snow Skiing / Snowboarding / Snowmobiling
0049 Soccer
0050 Surfing / Paddleboarding
0051 Swimming / Diving
0052 Track and Field Sports
0053 Travel

0054 Volleyball
0055 Volunteering / Community Service
0056 Water Skiing / Wakeboarding
0057 Weight Lifting
0058 Wilderness Survival
0059 Woodworking / Carving
0060 Wrestling



This is the financial record of Post / Club _____ of the _____
Number Participating Organization

City State

We meet at _____ every
Meeting Place

_____ at _____
Dates—i.e., every second and fourth Thursday of the month Time

The current treasurer is _____
Name Address

Successor _____
Name Address

The following persons are qualified to sign checks:

Treasurer _____
Name Address Phone

Successor _____
Name Address Phone

President _____
Name Address Phone

Successor _____
Name Address Phone

Advisor _____
Name Address Phone

Successor _____
Name Address Phone

Committee participant
(consultant to
treasurer) _____
Name Address Phone

Program funds are kept in the _____ Bank _____
Address

in checking account No. _____, savings account No. _____

Accounts of this post are audited every three months by _____
Name

Address Phone

CONGRATULATIONS, TREASURER!

YOU'LL ENJOY YOUR JOB . . . IF YOU UNDERSTAND IT

You can easily become expert at your new job if you seriously try to find out what it is all about and take the necessary time to do it right.

First, become familiar with your duties and talk things over with the previous treasurer, Advisor or Sponsor, or consultant on the post committee to capitalize on their experience.

Second, read and follow the instructions in these Treasurer's Records. They will prove to be a great help.

IF YOU ARE BUSINESSLIKE

You evidently have the complete confidence of the participants of your post because they elected you, and

people are particular about who handles their money. The best way to keep that confidence is to do your job in a businesslike manner by keeping accurate accounts. This means you should keep all records up to date and in writing. Keep post funds separate from your own money at all times.

IF YOU COOPERATE WITH ADULT HELPERS

As the treasurer, you carry the responsibility for finance records and are the official watchdog of funds. But you are not alone, because in addition to your Advisor or Sponsor, a member of the committee is assigned as your consultant and has the responsibility of helping you carry out your duties. He or she doesn't do your job for you, but with you, and is responsible to the committee. This adult will be available to help you and will arrange for an audit of your accounts once every three months.

INSTRUCTIONS

SETTING UP A BASIC BUDGET PLAN

A basic budget plan is determined for one year at an officers' meeting. It should be a well-thought-out system of forecasting and meeting the financial obligations of your program. With the help of your adult consultant from the committee, you prepare a basic budget plan to submit to the officers.

Find the budget plan (a few pages forward) with an itemized explanation of its contents that will help you in preparing a tentative budget to submit to the officers. Once the officers decide on a budget, your next job is to present it clearly to the participants at the next post or club meeting. After the participants have suggested changes, it must again be referred to the officers at their next meeting. They then determine its final form.

Once the budget has been established, you, as treasurer, become its watchdog. Keep both the officers and the participants constantly aware of the budget as it relates to expenditures and income of the post.

COLLECTING AND RECORDING DUES

To do a good job of collecting and recording dues, the treasurer should:

- Keep an accurate record of dues received, using the sheet provided for that purpose. Make copies

as needed. Posts or clubs may collect dues annually, semiannually, quarterly, monthly, or by a combination of these methods. Your job is to collect them using whatever method the program has decided upon.

- Make sure new participants understand the budget and their responsibilities to it. Explain the budget plan to new participants and start them out right by asking that dues be paid on time.
- Keep the participants aware of their responsibilities by occasionally posting or announcing the names of participants who are behind in their payments.

RECEIVING MONEY AND PAYING BILLS

The treasurer must keep a complete record of the program's income and expenditures during the year. These Treasurer's Records include an explanation of how this is done, and the necessary forms. This system relies upon you to follow the few basic rules listed below. Not only do you follow these, you also insist that the entire post or club participation observes them.

- All items of income and expenditure must be accounted for in writing. Every participant has a right to know what the money is spent for and you, in turn, have the right to request written evidence of money handled by activity committees and officers of the program.

- Purchases must be authorized in advance by the officers. This keeps you and the rest of the officers aware of major purchases and prevents anyone from buying or charging articles without proper authority.
- All activities involving the collection and disbursement of funds must be reported in writing to you the treasurer. Activity chairs are responsible for this report.
- All payments (except for purchases from petty cash) should be made by check. Details on how to establish and handle a checking account can be found on later in this packet.
- Records must be kept up to date. As the treasurer, use your time well so that your records are always current.

You will find that it's fun to have the reputation of being able to find a receipt, write a check, or balance your books at the drop of a hat.

PETTY CASH FUND

From time to time, you will need to buy or have someone else buy items that involve small sums of money. It is not practical to pay for them by check, for in some cases the check charge might exceed the cost of the article. To keep matters simple, set up a petty cash fund.

A petty cash fund of \$5 to \$10 can be set up with the approval of the officers. The fund is opened by writing a check to the treasurer for \$10 petty cash. The treasurer cashes the check and pays for small purchases from the fund. When most of the fund has been spent, the treasurer accounts for the expenditures by presenting the receipted bills for all purchases at an officers' meeting. With the officers' approval, issue another check to bring the fund back up to \$10.

To ensure success in handling a petty cash account, the treasurer should:

- Be sure all purchases are the type that will be approved by the officers.
- Always secure a receipt for every expenditure of petty cash.
- Keep an accurate accounting of petty cash at all times.

AUDIT PROCEDURES

The treasurer's accounts must be audited once every three months. The volunteer on the committee who is the consultant to the treasurer is responsible for this. This adult will either audit the accounts or arrange to have it done.

DIRECTIONS FOR AUDITING ACCOUNTS

1. Check the balance in the checkbook against the balance on the last bank statement. Prove the checkbook balance by taking into account all outstanding checks and any deposits that are not recorded in the last available bank statement.
2. Assemble all receipted bills paid since the last audit and make sure the checks paying each bill are correct and attached to the proper bill. In every case, there must be either a receipted bill or a slip of paper explaining the purpose of the payment.
3. Account for petty cash. Cash and receipted bills must equal the checks issued to the treasurer for petty cash.
4. Complete the audit by filling out the quarterly audit report.
5. Finally, the auditor and treasurer discuss the treasurer's report for the next officers' meeting and post or club meeting. This report can be made directly from the quarterly audit report.

QUARTERLY AUDIT REPORT

(For officers' and program meeting reports by treasurer)

Date: _____

Balance on hand at beginning of quarter _____

Total income since last report _____

(Running record, line 17, column 3) _____

Total expenditures since last report _____

(Running record, line 17, column 4) _____

Gain or loss since last report _____

Balance on hand _____

(To be carried over to line 1,
next month's running record) _____

Unexpended petty cash _____

Actual cash balance _____

Outstanding bills to be paid: _____

Total of bills to be paid _____

This report is submitted as a correct statement of the financial accounts of this post.

Treasurer

Auditor

THE PROGRAM BUDGET

In successful Exploring programs over the years, the proper way of handling finances has been the budget plan. Where there is no budget, the funds are secured and spent without direction. Such a procedure many times puts funds at the mercy of impulsive and ill-considered spending.

In contrast, a basic budget plan is helpful to you and the participants. The Explorers get a worth-while program through the planned investment of their dues and earnings, while you have a basic plan for the financial accounts of your post or club.

A sample budget plan is illustrated here. Look over the budget and then read the item-by-item explanation of it before you set up your own budget in the space below.

ONE SUGGESTED BUDGET

	Suggested Budget	Our Budget
Enrollment fee	\$24.00	_____
Identification	2.00	_____
Literature and records	2.00	_____
Activities	8.00	_____
Service fund	2.00	_____
Reserve fund	1.00	_____
Dues per participant per year	\$39.00	_____

ENROLLMENT FEES

Use of the budget plan ensures the prompt enrollment of the post or club. When new participants join the program, they should pay their full annual registration fee.

IDENTIFICATION

The budget plan provides for special identification for each participant. Your post or club may design a colorful emblem or other means of identification related to the special or general interests of the participants.

LITERATURE AND RECORDS

Literature and records needed by the officers to efficiently administer the program are secured through this budget item.

ACTIVITIES

This budget item covers the ordinary week-to-week activity expenses needed to make activities click. An example might be a thank-you gift to a guest speaker.

SERVICE FUND

This item covers expenses associated with the post or club's opportunities to be of service to others.

RESERVE FUND

A reserve fund makes it possible for the program to guard against decreasing other budget items or removing any from the budget if unexpected expenses arise, or if the income falls below expectations.

DUES PER PARTICIPANT PER YEAR

In the budget illustrated, the dues per participant would be \$39.00 each year. Regular payment of these dues by participants would entitle them to all the services listed.

Your program might find other items that the participants feel should be included. If so, include them.

HOW TO KEEP ACCOUNTS

Here are the details of how to keep accounts in these Treasurer's Records. Read the explanations carefully and refer to the related how-to-do-it illustrations on these pages. If you need help to supplement the

instructions given here, talk with the participant of the committee who is assigned as your consultant. This adult can answer your questions.

POST ROSTER				
FAMILY NAME (alphabetical)	POST	STREET OR R.F.D.	CITY AND ZIP	PHONE NUMBER
Applegate	Jack, Jr.	1017 Oak Grove	Champaign	207-2405
Brothers	Robert	207 Highland	Champaign	207-8177
Smith	Ernie & Tom	8 Holland	Champaign	246-0081
Smith	Tom, Jr.	11 Second Ave.	Champaign	246-1977

FIRST QUARTER				
Monthly Payments			Total	Paid
Jan	Feb	Mar		
50	50	50	150	
50	50		100	
50	50	50	150	

RECORDING DUES

Once your post or club has established a budget and the amount due each year from each participant to support it, you can go into action. Obtain a copy of the roster from the Secretary. Use the dues record sheets found on the following pages.

You can collect dues on a monthly, quarterly, or yearly basis. The illustration here shows the quarterly status, using a monthly collection method. Jack Applegate is paid up for the three months. Mel Brothers owes \$6.50. Ernie Miller owes \$20. Tom Smith is paid up for three months.

NAME	POST	AMOUNT DUE	PAID	DATE PAID	REMARKS
Jack Applegate	Learning for Life	25.00	25.00	4/15	

Exploring Post No. 101
Phone Supply Company

Pay to the order of _____ \$25.00

DATE _____

Signed _____

Signature _____

4011 1/2 64, 14

HOW TO SET UP A CHECKING ACCOUNT

The procedures for setting up a checking account for your program in a local bank are fairly simple.

1. Go to a local bank and ask to see the manager or any bank officer who is responsible for helping customers open a checking account. Tell the bank officer what you wish to do, and he or she will give you the necessary information about how a checking account is handled in that bank. The banker also will give you a form that must be filled out.
2. Take the bank form to your next officers' meeting and ask the officers to name the four persons authorized to sign checks for your post or club. Every check should have two signatures (one Explorer and one adult), as on the check illustrated.
3. Fill in the bank form, being sure to get the written signatures of the authorized persons. Ask everyone to sign the form the same way they will sign the checks. The bank will check the signatures on the form against those on the checks.

4. Take the completed form to the bank and deposit your funds. The bank will issue you a checkbook. If you wish to have your post or club identification on your checks, the bank will usually do this for a small fee. Another means of check identification is to get a rubber stamp with your program name as shown on the check illustrated. Such a stamp has many uses and is a good item to have on hand.
5. The checkbook has checks that you tear out and a place for keeping a record of the checks written on your account. Fill out both the check and this other information neatly and carefully as shown. Canceled checks and this notation become a permanent record of all your payments.

Acct. No. ☐ ☐ ☐ - ☐ ☐ ☐ - ☐ OFFICE Muskegon 12 1932

FIRST CHURCH NATIONAL BANK

To be properly cashed, the signature contained herein is required on checks of cash drawn on this institution, and the account name of the institution must be shown.

Name of Club or Organization Episcopal Post No. 55

Residing Address 1112 Michigan, 26 years, Ohio

President Jack Larson Treasurer Mary Wright

Secretary J. R. Davidson Committee Frank Thompson

Which Signature Required Thompson or Davidson

Cashed, For Mary Wright amount of \$ 32.50

Forms issued by banks for submitting authorized check signatures apply to all organizations. Post 55 altered this form as illustrated to suit its purpose—that of having each check signed by both an adult and an elected officer.

This bank and its correspondents may send these, directly or indirectly, to any bank including the payee, and accept the draft or draft as conditional payment in full or until it may draw back any sum of any time before that payment is made in full, and any sum drawn on this bank not good at time of payment as they represent.

1. At the end of each month take the figures in the income and expenditure columns 2 and 4 below and list them under the proper item of the corresponding line on the opposite page.

RUNNING RECORD OF INCOME AND EXPENDITURES

1. Enter the date of each transaction in column 1.
2. Enter the source of income or expenditure in column 2.

- ## EXPLORING GUIDEBOOK

ITEMIZED RECORD OF INCOME AND EXPENDITURES

INCOME			EXPENDITURES							
1	2	3	4	5	6	7	8	9	10	11
DATE	OTHER INCOME	ENROLLMENT FEES	SUPPLIES	ALTERNATIVE AND TRAVEL	ACTIVITIES	SERVICE FUND	RENTAL FUND			OTHER EXPENDITURES
1										
2	8.00									
3				.80						
4		1.50	.59	.20						
5			2.00							
6	1.00									
7					2.70					
8					3.40					
9							1.00			
10	7.00									
11			.50	3.25	1.25					
12	20.00									
13										4.00
14										
15										
16										
17	16.00	20.00	2.50	3.04	4.25	7.35	1.00			4.00

ITEMIZED RECORD OF INCOME AND EXPENDITURES

The purpose of the itemized record is to let you keep track of the individual items of income and expenditures. It is by this record that you can keep a month-by-month accounting of the items in the program budget and also income and expenditures received from special projects and activities.

All items under "Income" in column 3 of the running record are recorded in columns 6 and 7 of this itemized record. All expenditures in column 4 of the running record are recorded in the itemized record in columns 8 to 16. Items of income and expense that relate to activities outside the budget plan are handled on this page in column 7, "Other Income," and column 16, "Other Expenditures."

RUNNING RECORD OF INCOME AND EXPENDITURES

MONTH

1. At the end of each month, take the figures in the income and expenditure columns 3 and 4 below and list them under the proper item on the corresponding line of the opposite page.
2. Total all columns on line 17. If you have done this correctly, the total of column 3 below will equal the sum of columns 6 and 7 on the opposite page, and the total of column 4 below will equal the sum of columns 8 through 16 on the opposite page.

	1 DATES	2 RECEIVED FROM OR PAID TO	ENTER CHECK NUMBER	3 INCOME	4 EXPENDITURES	5 BALANCE
1		BALANCE BROUGHT FORWARD				
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17		TOTALS END OF MONTH				

MONTH

1		BALANCE BROUGHT FORWARD				
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17		TOTALS END OF MONTH				

ITEMIZED RECORD OF
INCOME AND EXPENDITURES

MONTH

	INCOME		EXPENDITURES								
	6 DUES	7 OTHER INCOME	8 ENROLLMENT FEES	9 SUPPLIES	10 LITERATURE AND RECORDS	11 ACTIVITIES	12 SERVICE FUND	13 RESERVE FUND	14	15	16 OTHER EXPENDITURES
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
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16											
17											

MONTH

1											
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3											
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6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											

DUES

	FIRST QUARTER				SECOND QUARTER				THIRD QUARTER				FOURTH QUARTER			
	Monthly Payments			Amt. Overdue	Monthly Payments			Amt. Overdue	Monthly Payments			Amt. Overdue	Monthly Payments			Year- End Report
	Month	Month	Month		Month	Month	Month		Month	Month	Month		Month	Month	Month	
1																
2																
3																
4																
5																
6																
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8																
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33																



YOUTH OFFICERS BRIEFING AGENDA

For this briefing, choose a location where you won't be interrupted. The new youth president chairs this meeting with guidance and assistance from the Advisor. The new youth president should carefully review the following areas with the adult leader so that he or she is fully prepared to chair this meeting effectively. If this is an established post or club, the records from the previous officers should be given to the new officers. This meeting should be fast-paced and motivational!

- | | | |
|-------------|--|---------------|
| I. | Introductions
Adult leaders, outgoing youth president and all incoming youth officers should introduce themselves. Be creative! | 15 min |
| II. | Record Sharing
Records from outgoing youth officers should be presenting to the incoming youth officers. Incoming officers should review these materials before the Youth Officers Seminar and come prepared with questions. | 30 min |
| III. | Program Planning
1. Review the suggested program of activities for the next two to three months of your post or club program.

2. Review the program planning forms:
- Adult resource survey
- Career opportunity worksheet
- Activity interest survey (completed by youth members)
- Activity planner (used by activity chairs)

3. The Advisor should explain the purpose and agenda of the upcoming post or club officers seminar so that the president can explain this seminar to the other officers.

4. If this is an existing post or club, the president should be ready to discuss the bylaws of the post or club. | 60 min |
| IV. | Closing
Answer any lingering questions and adjourn with a motivational thought or YouTube video! | 15 min |



Youth Officers Seminar Agenda

I. Welcome. The Advisor/Sponsor and post or club president opens the seminar.

- Explain the purpose and objectives of the seminar.
- Describe the manner in which the objectives will be pursued throughout the seminar: group participation, discussion, reflection and cooperative decision-making.
- Review the agenda with the officers.
- Be sure each officer has a copy of the youth section from the Exploring Guidebook.

II. Duties. Review and discuss officer and Advisor/Sponsor responsibilities and roles.

- Encourage each person to tell the group why he or she joined the post or club, what he or she hopes the program will accomplish in the next year, and one goal this person has for the way post or club members work together.
- Using the position descriptions beginning in chapter five each officer describes what he or she does.
- Using the position descriptions, the Advisor/Sponsor and each associate Advisor describes what he or she does.
- The Advisor/Sponsor explains the role of the post or club committee.
- The president explains what activity chairs and activity committees do.
- Use the organizational chart on page 40 to explain how all the positions fit together.

III. Leadership. Discuss leadership skills.

- Have the Advisors/Sponsors review chapter two and the Explorers review chapter five.
- Ask: "What is the definition of leadership?"
- Ask: "How is leadership learned?"
- Refer to "11 Exploring Leadership Skills" in chapter one of this guidebook. Assign all 11 leadership skills to the Advisors/Sponsors and office present. There should be no more than two for each person. Ask each person to take a few minutes and prepare to teach the rest of the group:
 1. What the skill is
 2. Why it is important
 3. How it can be used in Exploring

Each skill should take no more than five minutes.

IV. Scheduling. Plan the year's post or club program.

Review the introduction and part one of chapter four, "Planning Your Post's or Club's Program" in the Youth Leader Section of this guidebook. Follow those steps, summarized here, in planning your year's program.

- Gather information about the activities that have been suggested from the Career Opportunity Worksheet and the Explorer Activity Interest Survey, and acquaint everybody with its content. The super activity can be planned at the same time, or you can go through this process separately for that activity.
- Brainstorm for more ideas without any judgment about which are better. Put out the monthly calendars, writing in the dates of events that would conflict with program activities.
- Evaluate each idea on the basis of whether it:
 1. first addresses the post or club mission;
 2. provides balance to the program, based on the five emphasis areas;
 3. addresses the needs and interests of post or club members; and
 4. is an activity that is possible
- Choose which activities you would like to schedule. Pencil them in on your calendar. Review the goals of Exploring (in the Explorer Advisor/Sponsor section introduction and chapter one of the Youth Leader section of this guidebook) and the qualities of a good program. Evaluate whether your program will have these qualities. Decide what fundraising activities might be necessary, using the same process.

V. Activities. Practice the process of planning each activity.

- Select one activity (other than the super activity) for practicing the process of planning. (See the appendix for the Activity Planner and chapter four in the Youth Leader Section for the steps.)
- Plan this activity, using the following steps:
 1. Consider the objective. What is its purpose? What should post or club members gain from this activity?
 2. Identify resources. What expertise, facilities, and materials are needed? Whom can we get to help? Who would be the best consultant, activity chair, and committee members? What is available at the location? Where can we get the necessary equipment? (The Career Opportunities Worksheet is a good source of information.)
 3. Plan an alternative in case of an emergency or bad weather. What are the possible obstacles that could arise and how would we handle them?
 4. Share the plan. Decide how to publicize it.
 5. List all the tasks necessary to carry out the plan.
 6. Evaluate. After the activity, use reflection to evaluate it as officers and as a post or club. Did the activity accomplish what was expected? Was it successful? Why or why not?
- Apply this planning process to your post or club super activity.
 1. Begin to think about all the considerations necessary for your post's or club's super- activity, using "How to Plan Your Super- activity" in chapter five, "For the Youth Leader Section."
 2. Briefly consider the above planning steps and apply them to your super activity. Fill in the dates that planning steps should be done, using the Activity Planner in the appendix.
 3. Consider who might serve on the super activity committee.

VI. Program meetings. Develop a program meeting agenda.

- Review the section on regular program meetings (in chapter five) and the sample meeting agenda (in the appendix).
- Develop an agenda for your program, if any changes from the sample one are needed.

VII. Review the post's or club's bylaws.

- Review the information on post or club bylaws in chapter five, "For the Youth Leader," of this guidebook.
- Review the post's or club's bylaws. Ask each officer to make notes on points in the post's or club's bylaws that apply to his or her role.
- Ask the office to consider whether this is consistent with how they see their positions and how they would like to see their program run.
- Ask whether they feel that the bylaws are realistic, and if the rules are ones that the group can live by and enforce. Discuss whether any bylaws should be changed or added.
- The youth president appoints a committee to develop a post's or club's bylaws if this has not been done before or if you are a new post or club. See the suggested post or club bylaws in the appendix.

VIII. Closing

- Ask group members to consider the activities they have participated in during this seminar. Then ask them to think back to the leadership skills that were discussed earlier in the day. Now that they have had a chance to experience what it means to lead an Exploring program, ask them how these skills will be important to them in the year ahead.
- Lead a reflection based on the goals the group members set for themselves earlier in the day. Ask the group: "Did we live up to the goals we set? Why or why not? What should we keep on doing? What should we change about the way we work together?"
- Congratulate the group on a job well done, and review the responsibilities in the activities they have planned. Consider having each officer write a contract of the responsibilities to which he or she has committed. Remind the group that, as soon as possible, their newly planned program should be printed and distributed to all program members, the post or club committee, and parents.
- Emphasizes new skills, new ideas, new experiences, and new challenges

Glossary

Definition of Terms Used in Exploring

Advisor/Sponsor. The key adult (age 21 or older) in the post or club who coordinates program and coaches the elected youth officers.

Associate Advisor/Sponsor. One or more adults (age 18 or older) who assist the Advisor/Sponsor.

Career Interest Survey. An annual survey of the career and leisure interests of all high school students.

Career Interest Worksheet. Each participating organization develops a list of adults who can provide post program ideas, projects, tours, field trips, etc.

Consultants. People who provide occasional expert help and advice to the post.

Council. A structure of an executive board, operating committees, and professional staff to administer the Exploring program within a geographic area. The council is usually funded by support from its registered members and from the local community.

Council Staff. The council may have an Exploring executive who spends full time on Exploring or assigns a district executive to serve Exploring.

Elected Officers Seminar. An annual planning and training program conducted by the Advisor and elected officers.

Elected Youth Officers. Explorers elected by members to serve as presidents, vice presidents, secretaries, and treasurers.

Explorer. A young man or woman who has completed the fifth grade and is at least 10 years old but is not yet 21 years old.

Explorer Post or Club. A group of Explorers organized and guided by an Advisor/Sponsor and program committee recruited by a participating organization.

Exploring Division. Volunteer committees and council staff members who administer Exploring within the council through geographic or specialty areas. The chairman and executive recruit a volunteer structure consisting of:

- **Service Team** The purpose of the service team is to start new posts and clubs and assist them with the development, improvement, and growth of their programs throughout the year.
- **Marketing Team** The purpose of the marketing team is to conduct career interest surveys and community cultivation events, and to promote the successes of the local Exploring programs to the community at large.
- **Program Team** The purpose of the program team is to facilitate trainings, coordinate councilwide and districtwide events and promote awards and recognition opportunities.
- **Fundraising Team** The purpose of the fundraising team is to develop and coordinate a fundraising campaign and/or special event in the name of Exploring for the council budget.

Exploring Officers Association (EOA). Each post president belongs to a councilwide association which provides communication, training, and activity planning.

Open House. A special meeting held by each post to recruit new members, usually held in the fall.

Parents' Night. An open house conducted by the post for parents to inform and involve them in the post and council.

Participating Organization. A business, industry, professional group, church, school, or civic group that agrees to sponsor, organize, and operate an Explorer post or club. The participating organization agrees to provide adult Advisors/Sponsors, adult program committee members, meeting place, and program resources.

Program Committee. The participating organization recruits several adults who provide program support and guidance to the post or club.