



EXPLORE THE ADVENTURE...

Art and Humanities Exploring Program Guide for Post Advisors

Real-World Career Experiences
Exploring[®]

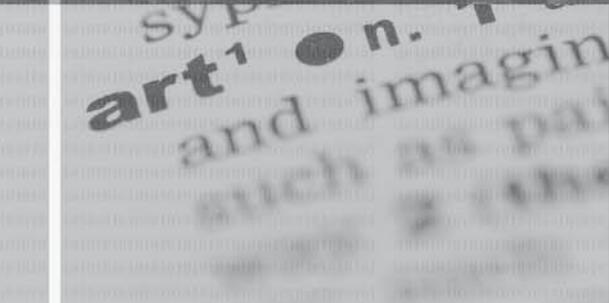


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Adult Leader Guide

Welcome to Exploring

You have been selected to be an Advisor or a committee participant for an Explorer post. 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.

Exploring is Learning for Life's career-education program for young men and women age 14 (and have completed the eighth grade) to 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.

Local community organizations such as businesses, professional organizations, and civic groups initiate specific Explorer posts. They do this by matching the interests of young adults with the people and program resources within their own organizations. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Purpose

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

Program Goals

Exploring has four specific goals for Explorers:

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

This guide will help you understand how to develop the kinds of experiences in your Explorer post so that these four goals can be achieved.

Program Methods

1. To achieve the mission of Learning for Life, the following six Exploring program methods have been carefully designed to meet the developmental needs of young adults.
2. Voluntary association. In a voluntary association between youth and adults, youth are receptive to new ideas and experiences, a connection to new ways of thinking and acting, and a new identity.
3. Ethical decision making. By taking responsibility for their programs, activities, and experiences, Explorers learn how to make decisions and ethical choices.
4. Group activity. Exploring activities are interdependent group experiences in which success is dependent on the cooperation of all.
5. Recognition of achievement. Recognition comes through formal awards and acknowledgement of a youth's competence and ability by peers and adults.
6. Democratic process. The election of post officers is important to the success of the post.
7. Experiential learning. Exploring is about curiosity, exploration, and adventure. Learning by doing provides opportunities for developing new skills and participating meaningfully in action-oriented activities.

Role of Adult Leadership

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

The different adult roles include:

- Participating organization
- Post committee
- Advisor
- Associate Advisor (administration)
- Associate Advisor (program)
- Other associate Advisors
- Consultants

Post Position Descriptions

Participating Organization

- Initiates and commits to an Explorer post
- Recruits adult leaders
- Provides program resources
- Secures meeting facilities

The participating organization is a business, industry, school, labor group, professional

society, government agency, civic club, or other community organization that operates an Explorer post. The program, leadership, and participation of the post are determined by the participating organization. Using the Exploring five-step plan, the participating organization agrees that it will recruit competent adult leaders, help those leaders secure program resources, and provide meeting facilities.

Post Committee

- Provides adequate adult leadership
- Completes and maintains the post's adult resource survey
- Secures equipment, facilities, and program resources
- Reviews, supports, and approves the post's program plans

The head of the participating organization recruits a post committee composed of four or more adults who serve during the post's participation year. Members meet frequently to ensure that the post has a quality program, under capable leadership, that achieves the purposes of the participating organization and Learning for Life.

The following adult positions (21 years of age or older) are mandatory for an Explorer post to be accepted:

- Post committee chair (one)
- Post committee member (minimum two)
- Explorer Advisor (one)

The following position is optional but strongly encouraged:

- Associate Advisor

One person is appointed by the head of the organization or is selected by the committee to serve as its chair. The committee chair schedules and conducts all committee meetings and serves as a liaison between the Advisor and post's participating organization. The chair assigns projects to committee members and guides their efforts.

The post committee ensures that the post has an Advisor and at least one associate Advisor at all times. If a vacancy occurs, a post committee participant becomes the temporary Advisor. The committee takes immediate steps to recruit the right person to fill the vacancy. It guides and supports the post's efforts to earn money for trips, projects, or equipment and helps the post plan, budget, and properly account for all post funds. Some post committees assign a specific job to each committee member on an annual basis. Other post committees operate on a task-force basis, with committee members agreeing to specific tasks on a month-to-month basis.

Advisor

- Fosters an environment within the Explorer post that has a true sense of community and 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 post participants from abuse.
- Ensures that activities are conducted within safety guidelines and requirements.
- Seeks to cultivate within the participants of a post a capacity to enjoy life and to have fun through the Exploring experience.

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 head of the participating organization and is enrolled with Learning for Life as the primary adult leader. All information about Exploring from Learning for Life goes to the Advisor. The Advisor participates in all post meetings and activities, post officers' meetings, and post committee meetings, and conduct 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 officers and participants become leaders of the post. The Advisor coaches and guides, demonstrating through actions what the youth officers need to learn and demonstrate with one another and with post participants.

Associate Advisor (Administration)

- Provides backup leadership for the Advisor and assumes adult leadership of the post in the Advisor's absence
- Supports the youth administrative vice president and assists this person specifically with post recruitment and recognition efforts
- Knows the Advisor's responsibilities and supports those responsibilities in whatever way possible

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

Associate Advisor (Program)

- Supports the youth program vice president to help determine the interests of all youth participants, plan the year's program, and ensure that the post program

- calendar is maintained.
- Supports and coaches the activity chairs to help them plan and carry out their particular activities.
- Helps the program vice president and other officers evaluate completed activities and fine-tune the year's program of activities based on insights gained from the evaluations.

The primary role of the associate Advisor for program is to work closely with the youth program vice president. They discover and survey the interests of the youth participants on an ongoing basis, plan and schedule activities for the post, and evaluate completed activities.

In addition, the associate Advisor for program should work closely with the activity chair of each activity to ensure that he or she experiences success in leading that activity.

Other Associate Advisors

Some posts, particularly those with large youth participation or a unique program, may have a number of adults serving as associate Advisors. Their responsibilities may include providing equipment and transportation, making parental contact, planning special activities and service projects, or helping with the superactivity. A post may recruit as many associate Advisors as it needs to carry out program plans.

Consultants

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

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

Consultants may be employees of the participating organization, parents, or other adults in the community who are identified through the adult resource survey or recruited by the post committee. For example, if the post's Explorer activity interest survey indicates that a number of youth would like to learn to snow ski, the post committee reviews the adult resource survey or contacts others with snow-skiing expertise. It recruits someone to serve as a consultant for the snow-skiing activity.

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

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

Key Factors for Success

- A. **Use post resources.** Conduct the adult resource survey. This is an inventory of information about adults related to the participating organization and parents who are willing to provide program help to the post. This program help may involve their career knowledge, special skills, contacts, facilities, or ideas.
- B. **Get parents involved.** Encourage parents to become involved in Exploring activities whenever possible. You may suggest that they serve on the post committee or provide transportation, equipment, chaperoning, counseling, or planning to support activities.
- C. **Seek youth input.** Have each post participant complete the Explorer activity interest survey. Conduct the survey on a regular basis to check the interests of new participants.
- D. **Guide youth leadership.** Youth officers are elected and trained to lead, plan, and make decisions regarding the implementation of post programs and activities. They should serve long enough to have successful experiences.
- E. **Hold regular post meetings.** A minimum of two Explorer post meetings should be held each month. Discuss important business first. Reserve the remaining time for a planned hands-on activity. The post president conducts post meetings. A detailed written agenda should be developed for each meeting. The program vice president and activity chair make reminder phone calls to presenters or consultants. The president ensures that all post meetings start on time. Guests should be introduced and made to feel welcome.
- F. **Train and develop youth officers.** The post officers' seminar is training and planning session for newly elected officers. It is led by the Advisor, youth president, and associate Advisors. A successful seminar provides a clear road map for the coming months and enables the officers to begin assuming leadership in their post.
- G. **Give recognition for achievement.** Young adults expect to be rewarded for their accomplishments. There are several recognition programs and scholarship opportunities available for Explorers.
- H. **Maintain a well-rounded program.** Use the five program of emphasis areas as a guide to plan programs that will help maintain interest and meet the goals and objectives of the Exploring program. A variety of program helps are available to assist you in developing and carrying out an effective program.

Learning Through Experience

Exploring is experiential learning with lots of fun-filled, hands-on activities. It promotes the conditions necessary for the growth and development of adolescents. Young people need experiences that allow them to:

1. Interact with peers and acquire a sense of belonging.
2. Gain decision-making experiences.
3. Discuss conflicting values and formulate their own value systems.
4. Reflect on self in relation to others and discover more about themselves by interaction.
5. Experiment with their identities.
6. Participate as a responsible member of a group.
7. Cultivate a capacity to enjoy life.

Exploring can provide these experiences in wholesome, well-planned programs run by youth participants.

Problem-Solving Model

The way young people learn to reason, solve problems, and make choices will stay with them for the rest of their lives. Explorer Advisors can do a great deal to help youth in posts learn a simple decision-making process that can help them make choices and resolve problems.

Explorers can use this practical three-step process to solve problems:

1. **Empathy.** Put yourself in the other person's place.
2. **Invention.** Invent as many solutions to the problem as you can, without trying to decide which is best.
3. **Selection.** List the advantages and disadvantages of each option, and then select the one that comes closest to meeting the needs of everyone involved.

Quality Control

How do you know when your post is successful? Exploring has a built-in quality control system. It is the youth participants themselves. If they don't like the program, they simply don't participate in the activities or attend the meetings. Stable and growing participation is a sign of success.

Reflection

Reflection is looking back at experiences once they are over in order to understand what happened and using this understanding in looking forward to the next action and new experiences. We facilitate reflection by asking questions that cause people to think, questions such as:

1. Listening skills. What listening skills did we use?
2. Participation. Was participation in the activity equally shared among post participants?
3. Building commitment. How did the post get everyone's commitment to the solution?
4. Trust. In what ways did group participants demonstrate trust or distrust of each other?
5. Use of influence and power. Did post participants 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?

8. Leadership. Who was a leader and why?
9. Evaluating. What evaluation skills did we use?
10. Decision making. How did decisions get made? Was it an effective decision-making process?
11. Planning. Did we plan adequately? Why or why not?

Post Bylaws

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

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

The Explorer motto should be the preamble to the post bylaws. (See Guide, Suggested Post Bylaws at www.learning-for-life.org/exploring)

The Explorer Motto

Our best today for a better tomorrow!

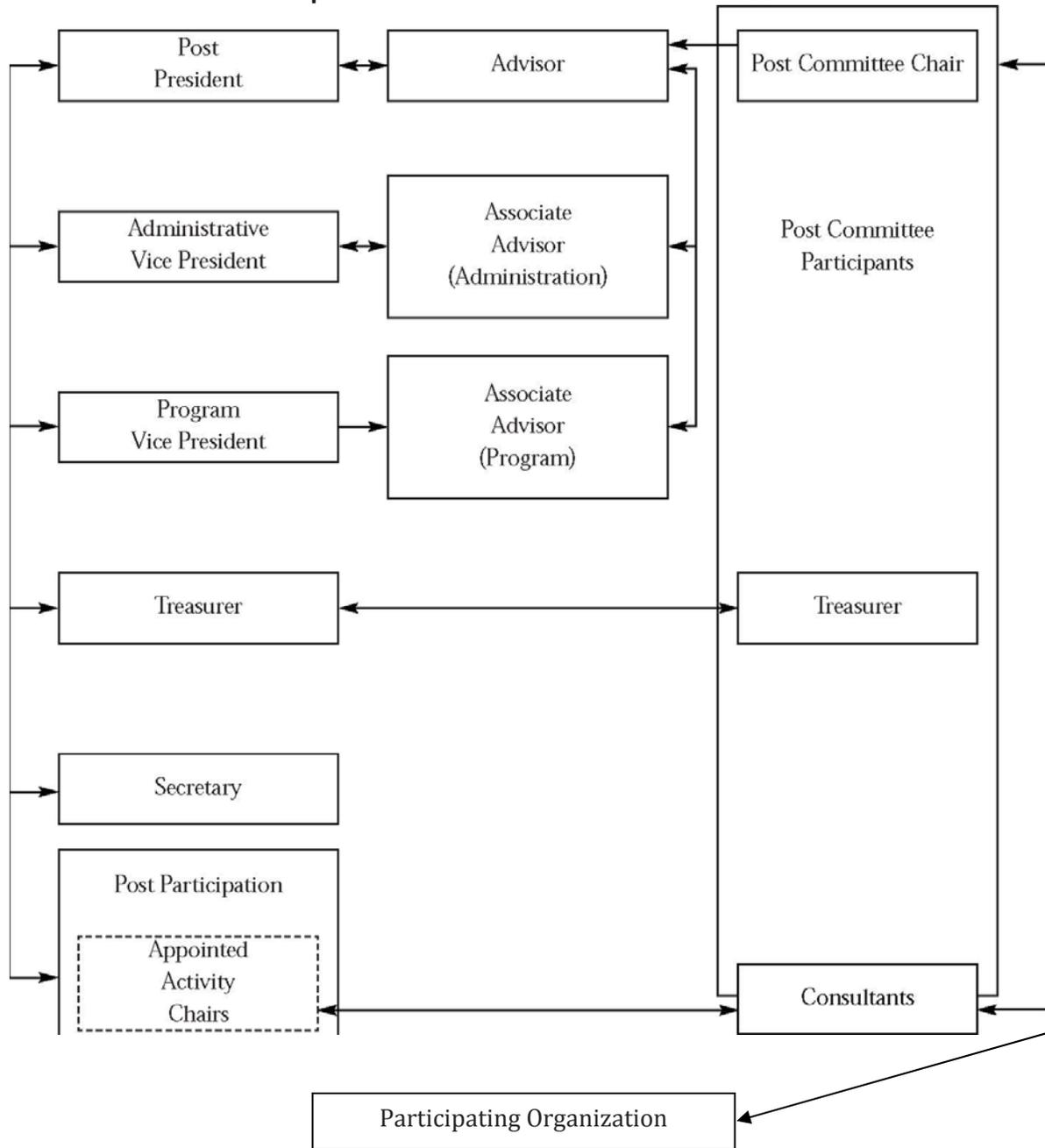
Post bylaws often include:

- Participating organization policies
- Post meeting and operation plan
- Youth leadership standards
- Participation standards
- Behavior standards, expectations/resolution
- Meeting pattern
- Dress code
- Financial or money-earning expectations
- Purpose and mission of post
- Adult leader organization

Helpful Exploring Tools at www.learningforlife.org/exploring

Typical Post Organization Chart

Explorers Adult Advisors Adult Committee





The Five Areas of Program Emphasis: Ideas for an Arts and Humanities Post Program

The program of an Explorer post matches the interests of young adults with the resources and adult expertise of their participating organization. Your Explorer post adult and youth leaders might use the following ideas when planning a well-balanced program around Exploring's five areas of program emphasis: **Career Opportunities; Leadership Experience; Life Skills; Citizenship; and Character Education.**



1. CAREER OPPORTUNITIES: Programs that develop potential contacts that may broaden employment options. Post should have activities that boost a youth's self-confidence and help him or her experience success at school and work.

SUGGESTED TOPICS: Investigate the immense and growing number of career opportunities in the field, such as entertainer, playwright, set designer, stage manager, makeup artist, hair stylist, camera operator, film editor, dramatics teacher, theater manager, and hundreds more. Visit a local arts school. Invite an artist to tell about their preparation and career.

Use the [Arts and Humanities Exploring Career Opportunities Worksheet](#) to plan out these types of programs. Review the [Career Achievement Award for Arts and Humanities Exploring](#).



2. LEADERSHIP EXPERIENCE: Programs that help youth develop leadership skills to fulfill their responsibilities in society. These activities provide exposure to different leadership traits.

SUGGESTED TOPICS: Look at the role of the arts as an economic enterprise—employment, taxes, consumer buying, and tourism. Research what cultural exchanges go on between the U.S. and other countries. When planning your trips, activities, and classes, put an Explorer in charge to help develop leadership skills.

At the [post activities program development meeting](#), make sure to elect officers. Schedule the [post officers' seminar](#) to train the new officers. Get all Explorers involved with leadership by having youth chairs for all meetings and activities. Attend the [post leaders workshop](#) conducted by your local program.

[The Learning for Life Leadership Development Series](#) can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

The Leadership Development Series covers 16 topics: Introduction to Leadership; Analysis and Evaluation; Beliefs and Values; Character of Leadership; Communication; Decision Making; Diverse Culture and Climate; Effective Group Management; Ethics of Leadership; Goal Setting; Managing Through Others; Meeting Management; Motivation; Planning and Sequence of Events; Team Building; and Time Management.

The Leadership Development Series is available from your local Learning for Life office.



3. LIFE SKILLS: Programs that help youth develop physical and mental fitness. Advisor should strive to incorporate activities that provide youth with opportunities to experience positive social interaction.

SUGGESTED TOPICS: Plan parents' night programs, open houses, and family activities to include tours to participating organizations. Have a music festival that enables post members and their families to perform. Use dance, music, film, drama, etc. Plan a weekend on a COPE (ropes) Course. Participate in the use of Life Choices interactive game on CD.

The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide*. (Go to www.learningforlife.org/exploring/arts/index.html then click on Resources for Exploring Leaders under New Resources.)

- How to Brainstorm
- How to Conduct a Post Parents' Night
- How to Develop Service Projects
- How to Earn Money
- How to Generate Publicity
- How to Introduce a Speaker
- How to Lead a Discussion
- How to Make a Speech or Presentation
- How to Plan Your Superactivity
- How to Recruit New Participants
- How to Teach a Skill How to Use Charts and Posters
- How to Use Parliamentary Procedure

Make sure to use **the adult resource survey** and **the Explorer activity interest survey** to generate ideas for life skills!



4. CITIZENSHIP: Programs that encourage youth to develop the skill and desire to help others. Activities that provide youth with opportunities to gain a keen respect for the basic rights of others.

SUGGESTED TOPICS: Assist your local theatrical group in the production of a play. Do a puppet show for children in an institution or hospital. Visit a retirement home to do an entertainment evening. Participate in the local food drive, blood drive, etc.

Put citizenship and community service activities on the post’s program calendar. Remember that a community service project is one of the options for **the National Exploring Excellence Award!**

Congressional Award. An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they have achieved their goals, they summarize them on a recommendation form. They will receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.earningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award).

Helpful Exploring Tools (see public Web site). The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* (go to www.learningforlife.org/exploring/communicatons/index.html, then click on Resources for Exploring Leaders under New Resources):

- Exploring for People With Disabilities
- Cooperative Games
- Challenge Initiative Games
- Becoming and Being a Leader
- Developing a Community of Youth Leaders
- Suggested Post Bylaws



5. CHARACTER EDUCATION: Programs that help youth develop skills necessary for making ethical choices. Post should organize activities that provide opportunities for fulfilling one’s responsibility to society.

SUGGESTED TOPICS: Work at or take part in a park recreational program such as a band concert or play. Help establish a theater-in-the-park for your community. Have a weekend with another Explorer post. Schedule

character education activity scenarios available to all Explorer posts from the local office.

Character Education Activities. The local Learning for Life office provides a packet of 25 character dilemmas for posts to use in developing Explorers’ critical thinking. Begin with the prepared character education activities and work toward your post developing its own situations.

Character Education in Exploring. The local Learning for Life office provides this overview flier which describes the key components of character education in Exploring: learning through experiences; problem-solving skills; character education forum; and reflection.



Exploring Program Support

Resources outlined below are available as noted on either the public Web site at www.learningforlife.org/exploring/arts/index.html or from the local Learning for Life office. For local office information, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

ADULT AND YOUTH LEADER TRAINING (see local Learning for Life office)

The local Learning for Life office provides basic and advanced adult leader training sessions along with post leader workshops, quarterly Advisors meetings, and organized activities for all posts.

New Advisors and adult post committee participants attend an Adult Explorer Leadership Training session conducted at the Step Two Meeting when using the Five-Step Plan for Post Program Development to start up new Explorer posts.

Advisors and adult Explorer leaders of existing posts attend the Adult Explorer Leader Basic Training course conducted as a group training session.

For new adult Explorer leaders unable to attend group basic training, they complete the Self-Study Adult Explorer Leader Basic Training course with an assigned service team member.

ARTS AND HUMANITIES EXPLORING WEB PAGE (see public Web site)

Visit the Arts and Humanities Exploring Web site at www.learningforlife.org/exploring/arts/index.html for the following:

- Career Achievement Award for Arts and Humanities Explorers
- Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities
- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training

CAREER ACHIEVEMENT AWARD

The Learning for Life Career Achievement Award program allows young people to be recognized for community service and to acquire and be recognized for career proficiency achievement in arts and humanities, aviation, business, communications, engineering, fire

and emergency service, health, law and government, law enforcement, science, skilled trades, social services, or all 12 career clusters. It gives Explorers and student participants distinguished credentials for their resume.

CHARACTER EDUCATION IN EXPLORING (see local Learning for Life office)

The local Learning for Life office provides this overview flier, which describes the key components of character education in Exploring: learning through experiences, problem-solving skills, character education forum, and reflection. (For the Character Education in Exploring flier, request a copy from your local Learning for Life office.)

CONGRESSIONAL AWARD (see public Web site)

An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

EXPLORING ADULT LEADER GUIDE (see public Web site)

EXPLORING YOUTH LEADER GUIDE (see public Web site)

Contains complete information for youth and adult leaders of Explorer posts. These online guidebooks contain sections on getting started, post operation, leadership roles, key factors for success, qualities of a good program, post bylaws, and the Exploring activity planner (go to www.learningforlife.org/exploring/arts/index.html, then click on Exploring Adult Leader Guide or Exploring Youth Leader Guide under New Resources).

FACTS EVERY TEEN SHOULD KNOW ABOUT SEXUAL ABUSE, No. 99-249 (see local Learning for Life office)

This pamphlet is available from the local Learning for Life office and contains five stories concerned with risky situations of sexual abuse. These stories are meant to spur discussion in the context of an Explorer post meeting. Discussion points are suggested and resources are provided for more information about sexual abuse.

HELPFUL EXPLORING TOOLS (see public Web site)

The Resources for Exploring Leaders can be found along with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* on our Internet site. (Go to www.learningforlife.org/exploring/arts/index.html, then click on Resources for Exploring Leaders under New Resources.)

- Exploring Secretary's Records
- Exploring Treasurer's Records
- Exploring Clip Art
- Approval of Parents or Guardians
- Brainstorming Worksheet
- Money-Earning Application
- Challenge Initiative Games
- Cooperative Games
- Problem-Solving Initiative Games
- Leadership Skills

- Participation Awards Program
- Becoming and Being a Leader
- Developing a Community of Youth Leaders
- Exploring for People with Disabilities
- Leadership Checkup
- Leadership Reflection
- Program Support for Explorer Posts
- Problem-Solving Skills for Explorers
- Suggested Post Bylaws
- How to Brainstorm
- How to Conduct a Post Parents' Night
- How to Develop Service Projects
- How to Earn Money
- How to Generate Publicity
- How to Introduce a Speaker
- How to Lead a Discussion
- How to Make a Speech or Presentation
- How to Plan Your Superactivity
- How to Recruit New Participants
- How to Teach a Skill
- How to Use Charts and Posters
- How to Use Parliamentary Procedure

LEADERSHIP AWARD PROGRAM (see public Web site)

The Leadership Award is given to youth and adults who have given exceptional dedication and leadership to the youth participants in either the Learning for life or Exploring programs. The award includes a certificate and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Leadership Award Program).

LEADERSHIP DEVELOPMENT SERIES (see local LFL office)

The Learning for Life Leadership Development Series can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

The Leadership Development Series covers 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management.

LIABILITY INSURANCE FOR PARTICIPATING ORGANIZATIONS (see local Learning for Life office)

The general liability policy issued to Learning for Life provides primary liability insurance coverage for all participating organizations with a Learning for Life group or Explorer post. Automobile liability coverage is provided on a secondary or excess basis. All vehicles used in Learning for Life activities must be covered by automobile liability insurance with limits that meet or exceed the requirements of the state in which the vehicle is licensed. A \$100,000 combined single limit is recommended. Any vehicle designed to carry 10 or more passengers is required to have limits of \$100,000/\$500,000/\$100,000 or \$500,000 combined single limit.

Although our general liability coverage has been extended on a primary basis to the participating organizations, the coverage for our volunteers remains on an excess basis. Any insurance coverage that a volunteer has, such as a homeowner policy or coverage on his or her personal automobile, will still protect the volunteer on a primary basis, and Learning for Life's coverage will be over and above the limits that the individual volunteer has purchased. If the volunteer has no personal insurance, then our coverage will extend to cover him or her immediately. There is no coverage for those who commit intentional or criminal acts. Liability insurance is purchased to provide financial protection in the event of accidents or injury that is neither expected nor intended.

NATIONAL EXPLORING EXCELLENCE AWARD (see local Learning for Life office)

The local Learning for Life office provides a packet of materials for each post's annual renewal date. At renewal date the post can qualify for the National Exploring Excellence Award and make a commitment for the next program calendar year.

PROCEDURE FOR ACTIVITIES OR EVENTS INVOLVING OTHER POSTS

On occasion, posts conduct an activity or event that involves other posts. Some of these activities are being held without notification or discussion with the local Learning for Life office. In response to the relationship problems arising from this type of situation, the following procedure should be followed:

- Posts that wish to host events involving other posts must have the approval of the local Learning for Life office.
- This includes events for posts from the same Learning for Life office, the same area, the same region, or other regions.
- The proposed post event must contribute directly or indirectly to the strengthening of the participating Explorer posts' program.

GUIDELINES:

- The proposal, including a written statement of the objectives of the event, must be submitted to the local Learning for Life office for approval.
- If posts within the same area or region will be involved, the local Learning for Life office must forward the proposal to the region for review and approval.
- If posts from other regions will be involved, the proposal must be forwarded to the national office Learning for Life for review and approval.

For local office contact, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

PROMOTIONAL ITEMS (see local Learning for Life office)

- Exploring, Discover a Career through Exploring, three-fold mailer insert, No. 99-265
- Exploring, Exploring Program, four-page brochure, No. 99-992

RECOGNITION ITEMS (see public Web site)

The following items are available through your local Learning for Life office (go to www.learningforlife.org, then scroll down and click on Online Resource Catalog):

- Advisor Exploring Emblem Patch, No. 04031A
- Associate Advisor Exploring Emblem Patch, No. 04033A
- Base Wood for Explorer Ornament “E,” No. 17583A
- Career Achievement Award Certificate, No. 32194
- Exploring Appreciation Certificate, No. 33144A
- Exploring “E” Emblem Patch, No. 04002A
- Lapel Pin, Explorer “E,” No. 04001A
- Leadership Award Certificate, Youth and Adult, No. 32195
- Leadership Award Medallion, Youth and Adult, No. 04173
- Learning for Life Tie, No. 50022
- Mug, Exploring “E,” No. 04003A
- Ornament, Explorer “E,” No. 04105A
- Panel Drape, Exploring, No. 11134A
- Paperweight, Explorer, No. 04160A
- Paperweight, Thank You Exploring, No. 17695A
- Plaque, Exploring Logo on Walnut with engraving plate, No. 17685
- Post Committee Emblem Patch, No. 04045A
- President Explorer Emblem Patch, No. 04035A
- Secretary Explorer Emblem Patch, No. 04039A
- Treasurer Explorer Emblem Patch, No. 04041A
- Vice President Explorer Emblem Patch, No. 04037A

SAFETY FIRST, Learning for Life Guidelines (see public Web site)

Adult Explorer post leader’s guide to keeping youth safe in Learning for Life activities. Topics include adult leadership; aquatics safety; camping; drug, alcohol, and tobacco use and abuse; safety practices and emergency preparedness; first aid; guns and firearms; sports and activities; medical information; transportation; and personal safety (go to www.learningforlife.org/exploring/arts/index.html, then click on Safety First Guide to Learning for Life Activities under New Resources).

YOUTH PROTECTION TRAINING (go to www.learningforlife.org/exploring/arts/index.html, then click on Youth Protection Training under New Resources)

As an adult Explorer post leader, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life that are designed to prevent it. Because of the coeducational nature of Exploring, youth protection takes on added dimensions.

It is important to realize that although child abuse is sometimes thought to be a problem only for young children, it’s not unusual for adolescents to be victims of abuse, whether

emotional, physical, or sexual. Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

The Youth Protection Guidelines are available on the Web for viewing. It lists several considerations that the Explorer leader must remember. At least one adult is required to complete the Youth Protection presentation on the Web for any overnight outing. Safety First Guidelines has the requirements for outings and activities. It is also available on the Web at www.learningforlife.org. Outings permits can be obtained from the local Learning for Life office.

Post Advisor Guidelines for Creating External Barriers

- There must be two-deep adult leadership on all trips and on all activities.
- There must be no one-on-one contact with Explorers. Other Explorers or Advisors must be present.
- Respect the privacy of your Explorers.
- Provide separate accommodations for Advisors and Explorers and for males and females on overnight trips.
- Ensure proper preparation for activities, especially those with safety risks.
- Secret organizations are not permitted.
- Hazing is not permitted.
- Appropriate standards for attire should be upheld.
- Proper training, supervision, and monitoring of officers is necessary.

Post Program Resources

For more information, see the *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, both available at www.learningforlife.org. Forms listed can be obtained from your local Learning for Life office.

ADULT RESOURCE SURVEY This inventory should be conducted by the post committee and adult Advisors. List as many adults as possible who are associated with the post. Find out their vocations, skills, interests, and contacts. This form shows the potential of what a post can do.

EXPLORER ACTIVITY INTEREST SURVEY Now, find out what the youth participants want to do. Survey the youth participants at a post meeting and tally the results. The post officers should design this survey.

MATCH RESULTS OF BOTH SURVEYS Match the Explorer activity interest survey results with the adult resource survey. Where a suggested Explorer activity matches a resource from the adult survey, you have a possible program. Use the program match sheet as a tool to help. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

USE THE POST ACTIVITIES DEVELOPMENT MEETING This should be the first meeting after the firstnighter. Engage the youth in active discussion by presenting the result of the match sheet. If necessary, use these other ideas to generate more program options:

BRAINSTORM. Brainstorm to bring out ideas that might not be on the survey.

Sometimes the most creative activities are suggested this way. The brainstorming should involve all of the youth participants.

FILL IN THE GAPS. The post officers may feel that an activity should be included to better balance the post program. These can now be added.

SCHEDULE THE POST ACTIVITIES List each activity on the post's calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

SELECT EXPLORER CHAIRS AND ADULT CONSULTANTS An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the post officers' seminar to complete this process. Give youth leadership the responsibility for the operation of the post.

ACTIVITY PLANNER This is a helpful tool for the youth chair and adult consultant to use. It will keep them on track to operate a successful event.

EXPLORING PROGRAM CALENDAR Use a completed annual calendar for Explorers and adults to know all the events and meetings of your post.

FOLLOW-UP IS VITAL!!! ASSUME NOTHING!!!

Sample Agenda for a Post Meeting

2. Call to order and introduction of guests (2 min.; post president)
3. Announcements (8 min.)
4. Old business (10 min.)
 - A. Secretary reads minutes of previous meeting.
 - B. Treasurer gives status report.
 - C. Other post officers report.
4. New business (15 min.)
 - A. Discuss matters that require post approval.
 - B. Administrative vice president enrolls new youth attending meeting.
 - C. Program vice president promotes upcoming events from post calendar
 1. Post activities reports by youth chair with adult consultant
 2. Council/district activities discussed
 - D. Post Advisor gives update and comments.
5. Conduct post career opportunity (45 min.; Explorer activity chair and adult consultant)
6. Closing (7 min.; post president)
 - A. Announce date, time, place of next meeting.
 - B. Assigned Explorer conducts closing.
 - C. Refreshments served.

Note: An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the adult resource survey to assist with identifying adults. (*Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, available at www.learningforlife.org).



Appendix

- Career Opportunities Work Sheet
- Sample Exploring Program Calendars
- Career Achievement Award Information and Program Development Forms



ARTS AND HUMANITIES CAREERS

Career Opportunities Work Sheet

Please brainstorm and add any additional career topics unique to either your participating organization or other available community-based organizations.

	Career-Related Activity Topics	Organization Has Resources	Organization Consultant
		YES/NO	Who will teach this skill?
1	Visit a drafting company; learn CAD system		
2	Design an advertising plan layout		
3	Create a tabletop display highlighting your advertising plan		
4	Present your display at a post/public meeting		
5	Learn backstage support for artistic productions		
6	Attend a theatre production. Critique set design, decoration and costume design		
7	Render a subject in four different ways: ink, watercolor, pencil, pastel, oil, tempera, etc.		
8	Write a one-act play at least 10 minutes long		
9	Plan and carve in the round a simple object		
10	Prepare the carving for finishing		
11	Plan and carve in low relief a design on some simple object		
12	Prepare the low relief carving for finishing		
13	See or read three full-length plays from stage, movies, television, or video		
14	Write a review of each of the three plays, commenting on story, acting, and staging		
15	Do three: Act a major part in a play		
16	Direct a play at least 10 minutes		
17	Design the set and make a model		
18	Design five costumes		
19	Show stage makeup skills		
20	Make two drawings of pottery forms—one recognized design, one of your design		
21	Do three: Make a flat tray or dish from clay		
22	Make a box using slab method		
23	Make a vase or jar with the coil method		
24	Four tiles of your design		
25	Make a human or animal figurine		
26	Throw a vase on a pottery wheel		
27	Make a pottery form and fire it		

28	Design a flyer, T-shirt, or program, and produce it		
29	Explain the typeface you used		
30	Explain which printing process is best for your printing design		
31	Using desktop publishing software, identify what hardware and software is appropriate for outputting your design		
32	Produce the design you created in No. 28 using:		
33	Offset lithography		
34	Screen printing		
35	Electronic/digital printing		
36	Relief printing		
37	Do one: Visit newspaper, follow story from editor to press		
38	Visit a commercial in-plant company		
39	Visit a schools graphic arts program/learn prerequisites		
40	Visit three Web sites/download info from two		
41	Make a scale drawing/mechanical drafting		
42	Use orthographic technique to show three views		
43	Use dimension lines to show actual size		
44	Draw a schematic/electrical drafting		
45	Print a bill of material of the major electronic parts of the radio or circuit		
46	Use standard drawing symbols of electronic components		
47	Using a CAD system, prepare and plot one of the drawings in 41 or 42		
48	Create the format (border and title block) before starting the drawing		
49	Explain and demonstrate the proper elements of a good motion picture		
50	Do the following for a motion picture:		
51	Tell the story/write the script with descriptions of scenes		
52	Prepare a storyboard for the motion picture		
53	Demonstrate six motion picture shooting techniques		
54	Do one of the following using techniques in planning a program for your school or post		
55	Create a mini feature		
56	Videotape a vignette to teach a skill		
57	Research jobs of director, audio engineer, producer, video engineer		
58	Plan and weave a large basket or tray, using reed, raffia, or splints		
59	Weave a set for a stool or chair, using cane or rush		
60	Promote a product or idea with a picture		
61	Research and discuss career opportunities in art		

Sample of a Completed 12-Month Exploring Program (Theatre Post)

	1st Mtg. Date	Career Opportunities 1st Meeting	Adult Consultant/ Youth Chair	2nd Mtg. Date	Career Opportunities 2nd Meeting	Adult Consultant/ Youth Chair	Monthly Planning Meeting Date	3rd Weekend Monthly Post Activity	Post Activity Youth Chair	Weekend Council Activity
SEPT	2nd Wed.	Fall open house	Hal Mark	4th Wed.	Elect officers and plan post activity program	Bill Martha	1st Wed.		Martha	Post officers training
OCT	2nd Wed.	Program on set design	James Sean	4th Wed.	Program on costume design	Cliff Cheryl	1st Wed.	Attend a theatre production	Cheryl	Explorer weekend at camp
NOV	2nd Wed.	Write a one act play 10 minutes long	Frank Tom	4th Wed.	Conclusion of one act play. Write a review	Peggy Jimmy	1st Wed.	Council food drive	Jimmy	Quarterly Exploring conference
DEC	2nd Wed.	View 2 full-length plays via video	Cosby Judy	4th Wed.	Reading of 1 full-length play	Marty Mariann	1st Wed.	Begin plans for summer superactivity	Mariann	
JAN	2nd Wed.	Direct/act a play 10 minutes long	Laun Mike	4th Wed.	Complete directing/acting requirement	Jim Natalie	1st Wed.	Fund-raising activity for superactivity	Natalie	Participate in council blood drive
FEB	2nd Wed.	Design a set/make a model	Matthew Danny	4th Wed.	Design 5 costumes	John Cindy	1st Wed.	Fund-raising activity	Cindy	Quarterly Exploring conference date
MAR	2nd Wed.	Stage makeup skills	Tom Katy	4th Wed.	Begin motion picture skills/ Tell story	Carey Ann	1st Wed.			
APR	2nd Wed.	Write a script for the motion picture	Cliff Maya	4th Wed.	Prepare a storyboard	Debbie Murray	1st Wed.	Plans for theatre in the park	Murray	
MAY	2nd Wed.	Create a mini feature	Ashley Amy	4th Wed.	Video tape a vignette to teach a skill	Rayna David	1st Wed.		David	Attend annual Exploring banquet
JUNE JULY	2nd Wed.	Preparations for theatre in the park	Matthew Monica				1st Wed.	Participate in summer arts in the park/superactivity	Hazel	Our Town at Night Activity
AUG	2nd Wed.		Paul Denise	4th Wed.			1st Wed.	Plans for fall firstnighter	Stephanie	

Exploring Program Calendar

	1st Mtg. Date	1st Meeting Career Opportunities Topic	1st Meeting Adult Consultant/ Youth Chair	2nd Mtg. Date	2nd Meeting Career Opportunities Topic	2nd Meeting Adult Consultant/ Youth Chair	Monthly Activity Planning Meeting Date	Monthly Post Activity	Post Activity Adult Consultant/ Youth Chair	Council Activity Programs
SEPT										
OCT										
NOV										
DEC										
JAN										
FEB										
MAR										
APR										
MAY										
JUN/ JULY										
AUG										

Program Match Sheet

	Results of Youth Activity Interest Survey	Results of Adult Resource Survey	Tentative Date of Activity	Possible Locations	Potential Youth Chair and Adult Consultant	Additional Notes
Bowling						
Camping						
Career Clinic						
College Planning						
Community Cleanup						
Computers						
Conservation Project						
Cycling						
Dance						
Field Sports						
First Aid						
Fishing						
Horseback Riding						
Ice Skating						
Movies/Video/Music						

Program Match Sheet

	Results of Youth Activity Interest Survey	Results of Adult Resource Survey	Tentative Date of Activity	Possible Locations	Additional Notes
Photography					
River/White-water					
Rock Climbing					
Roller-skating					
Sailing/Canoeing					
Snorkeling/Scuba					
Snow Skiing					
Swimming					
Tour of City (Area)					
Visit to TV or Radio Station					
Waterskiing					
Other Sports: _____					
Other Hobbies: _____					
Other Ideas: _____					

Instructions for Using Program Match Sheet

1. Complete the youth activity interest survey and put results in the correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
2. Review the adult resource survey and put results in correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
3. Add other results, those written in and especially from brainstorming with youth at firstnighter/open house.
4. Look for matches between first two columns, youth activity interest and adult resource survey.
5. Decide on activities that post will organize.
 - Decision could be by vote or consensus of youth leadership.
6. Select suggested dates for each activity.
 - Put on post calendar for distribution to Explorers.
7. Recruit and assign youth activity chair and adults consultant for each activity that will be on calendar.
8. Post vice president for program follows up with youth activity chair and reports at post monthly planning meeting.

Arts and Humanities Career Achievement Award

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 Arts and Humanities 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 communications career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers distinguished credentials for their résumés.

Requirements

Explorers can earn the Arts and Humanities Career Achievement Award. To earn the Arts and Humanities Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The post Advisor 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.

Recognition

The Learning for Life Career Achievement Award Certificate, No. 32194, has space for the signatures of both the adult leader and organization head. Certificates are available through the local Learning for Life office. Adult leaders may purchase a quantity of the certificates and present them as merited.

Arts and Humanities Career Achievement Award Requirements

Explorers can earn a Career Achievement Award in one or all of the 12 career clusters. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The Explorer post Advisor verifies that each Explorer has satisfactorily performed 50 hours of community service and that each candidate has completed at least nine achievements within the career cluster.

Arts and Humanities Achievements

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.
2.
 - a. Choose a product that you are familiar with. Create an advertising plan for this product, and then design an advertising plan layout.
 - b. Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product.
 - c. Show your display at your post meeting or another public place.
3.
 - a. Learn about backstage support for artistic productions.
 - b. Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design.
4. Render a subject of your choice in any of FOUR ways: pen and ink, watercolor, pencil, pastel, oil, tempera, acrylic, or marker.
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.
6.
 - a. Plan and carve in the round a simple object.
 - b. Prepare it for finishing.
7.
 - a. Plan and carve in low relief a design on some simple object.
 - b. Prepare it for finishing.
8.
 - a. See or read three full-length plays. These can be from the stage, movies, television, or video.
 - b. Write a review of each, commenting on the story, acting, and staging.
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.
10. Make two drawings (using at least 8-1/2-by-11-inch paper) of pottery forms. One must be a recognized pottery type. The other must be of your own design.

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.
12.
 - a. Design a printed piece (flier, T-shirt, program, form, etc.) and produce it.
 - b. Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design.
 - c. Explain which printing process is best suited for printing your design.
 - d. If desktop publishing hardware and software are available, identify what hardware and software would be appropriate for outputting your design.
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 Advisor. 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.
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.
15.
 - a. Mechanical drafting: Make a scale drawing of some piece of craft work or object.
 - b. Use the orthographic projection technique to show at least three views.
 - c. Use dimension lines to show the actual size.
16.
 - a. Electrical drafting: Draw a schematic of a radio or electronic circuit.
 - b. Properly print a bill of materials of the major electronic parts of the radio or circuit.
 - c. Use standard drawing symbols for the electronic components.
17.
 - a. Using a computer-aided drafting (CAD) system, prepare and plot one of the drawings in requirements 15 and 16.
 - b. Create the format (border and title block) on the computer before starting the drawing.

18. Explain and demonstrate the proper elements of a good motion picture.
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/monopod, (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.
20. Do ONE of the following, using techniques in planning a program for your post or a school. Start with a storyboard, and complete the requirement by presenting it to your 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.
21. Research and discuss the jobs related to film or video production: director, producer, audio engineer, video engineer, support crew.
22. Plan and weave a large basket or tray. Use reed, raffia, or splints.
23. Weave a seat for a stool or chair. Use cane or rush.
24. Promote a product or an idea with a picture or pictures.
25. Research and discuss career opportunities in art.

Resources

Exploring Youth Leader Guide and *Exploring Adult Leader Guide* and Resources for Exploring Leaders can be found on the Learning for Life Web site (www.learningforlife.org).

Qualifying Achievements

Because of the design and flexible nature of the program, Advisors and 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 Career Achievement Award Worksheet

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. Create 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 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 _____

- 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 8-1/2-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 _____

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 Advisor. 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:
- Visit a newspaper printing plant. Follow a story from the editor to the press.
 - Visit a commercial or in-plant printing facility. Follow a job from beginning to end.
 - Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.
 - 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 15 and 16.
17b. Create the format (border and title block) on the computer before starting the drawing.

Completed _____

18. Explain and demonstrate the proper elements of a good motion picture.

Completed _____

19. Do the following for a motion picture:
- Tell the story you plan to film. Write the script of the story along with descriptions of the scenes to be shot.
 - Prepare a storyboard for a motion picture (this can be with stick figures and rough sketches).
 - Demonstrate six of the following motion picture shooting techniques: (1) Using a tripod/monopod, (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 post or a school. Start with a storyboard, and complete the requirement by presenting it to your 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 _____

Resources

Exploring Youth Leader Guide and *Exploring Adult Leader Guide* and Resources for Exploring Leaders can be found on the Learning for Life Web site (www.learningforlife.org).

Qualifying Achievements

Because of the design and flexible nature of the program, Advisors and 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 can earn any Career Achievement Award in one or all of the 12 career clusters. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The Explorer post Advisor 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.

Arts and Humanities Careers Achievement Award Application

Part 1: Candidate Personal Data

Post/No.: _____ Participating Organization: _____

Name: _____ Nickname: _____

Address: _____

City: _____ State: _____ Zip: _____

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. Having been certified by the adult leader for completing the required nine achievements and 50 hours of community service, the Explorer post is authorized to purchase and present the Learning for Life Career Achievement Award certificate.

Learning for Life Office

Signature: _____ Date: _____

Name: _____



Exploring Youth Activity Interest Survey

Look at the list and place a checkmark in front of the three items you would like the post to plan as part of its program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

Name: _____

- Bowling
- Camping
- Career clinic
- College planning
- Community cleanup project
- Computers
- Conservation project
- Cycling
- Dance
- First-aid training
- Fishing
- Horseback riding
- Ice skating
- Movies
- Music
- Photography
- River/whitewater rafting
- Rock climbing/rappelling
- Roller skating
- Sailing/canoeing
- Snorkeling/scuba diving
- Snow skiing
- Swimming
- Tour of city (area)
- Visit to TV or radio station
- Waterskiing

Sports Activities

Hobbies/Interests

Other Ideas



Adult Resource Survey

Each year our Explorers, young men and women aged 14 to 20, work with our adult leadership of the post to create a new program. To help them, we are attempting to discover the talents and resources in our organization. Please complete the form by telling us if you have a skill or resource in any of the following areas.

Name: _____ Occupation: _____

Phone Number: (Work) _____ (Home) _____

	<u>Have Skill</u>	<u>Have Resources</u>
Bowling		
Camping		
Career Clinic		
College Planning		
Community Cleanup		
Computers		
Conservation Project		
Cycling		
Dance		
Field Sports		
First Aid		
Fishing		
Horseback Riding		
Ice Skating		

	<u>Have Skill</u>	<u>Have Resources</u>
Movies/Video		
Music		
Photography		
River/White-water Rafting		
Rock Climbing		
Roller-skating		
Sailing/Canoeing		
Snorkeling/Scuba Diving		
Snow Skiing		
Swimming		
Tour of City (Area)		
Visit to TV or Radio Station		
Waterskiing		

- I have a vehicle and am willing to help with transportation.
- I would be interested in working with youth chair on events.

Other Sports/Recreation Activities: _____

Other Hobbies: _____

Other Ideas:



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!

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



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