



EXPLORE THE ADVENTURE...

Business 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 program presenters or consultants. The president should ensure 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

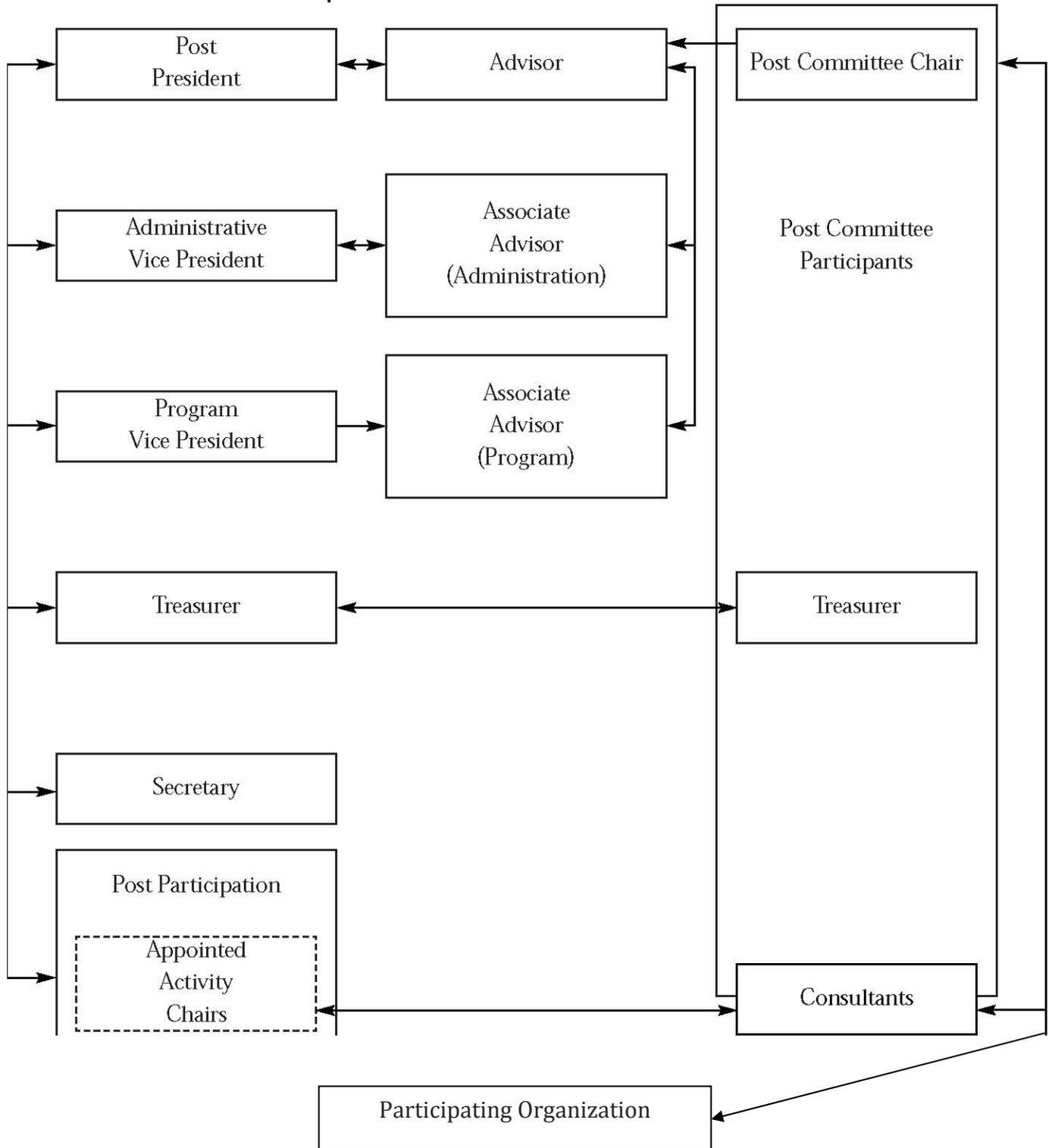
Our best today for a better tomorrow!

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

Typical Post Organization Chart

Explorers Adult Advisors Adult Committee



The Five Areas of Program Emphasis: Ideas for a Business Post Program



The program of a Business 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. A 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 total scope of business careers in industry, agriculture, military, government, research, and recreation.

Review the variety of career opportunities in systems and data processing, design, engineering, production, sales, installation, service and operation, retail, manufacturing, small business operations, placement services, salaries, benefits, and interviewing. Investigate the opportunities in secretarial and banking operations, which would include trust, investment, advertising, public services, security, and teaching. Take sample placement tests in keyboarding, computer data input, and computer knowledge.

Plan programs that can be used in government, research, the stock market, news media, libraries, employment agencies, branch banks, corporate services, and other related fields. Discuss the education necessary for systems and data careers, banking and secretarial careers, fashion design and manufacturing. 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. Discuss training with local corporations or businesses for apprentice positions or after-school/summer work.

Ask representatives of the phone company, office machine companies, employment agencies, and other specialists to speak to the post. Plan a panel discussion with personnel managers, secretaries, and educators. Learn proper reception, telephone, travel planning, and scheduling techniques.

Plan programs on the use of computers in the home, schools, businesses, government, research, stock market, news media, libraries, utilities, transportation, military, banks, insurance, credit bureaus, and sports. Visit the training programs offered by schools, colleges, military, and computer centers. Build a computer.

Review the variety of careers in management/sales, service, finance, and related fields. Plan programs on careers in small businesses, corporations, industries, and associations.

Discuss interviews, placement services, modeling agencies, benefits, salaries, training, job satisfaction, promotion opportunity, and career requirements for fashion and modeling careers. Plan a career panel

discussion with salespeople, buyers, designers, manufacturers, models, and store owners. Visit large department stores, fashion centers, small retail stores, and manufacturers to learn about career opportunities. Develop fashion designs and ask experts to critique. Learn about fabrics, dyes, synthetic materials, leathers, and other materials available to designers. Learn proper figure control, clothing, posture, makeup, and walking for modeling. Study retail sales, buying, window dressing, alterations, public speaking, and determining styles and trends.

Use the **Business Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Business Exploring**.



2. LEADERSHIP EXPERIENCE: Programs that help youth develop leadership skills to fulfill their responsibilities in society. Activities that provide exposure to different leadership traits are much needed by youth of Exploring age.

SUGGESTED TOPICS: Review the ethics, privacy aspects, and regulations related to banking, advertising, data systems, fashion design, and secretarial. Plan discussion groups that would involve representatives of various banks, newspapers, advertising groups, and secretarial associations for question-and-answer sessions.

Do a comparison study on the roles of secretaries, banking, data-processing fields, and the fashion design industry for corporate, government, and private practices. Discuss the effect of data processing on military, space programs, science, and medicine. Plan programs on engineering, travel, data processing, libraries, banking processes, and space programs using members of local representatives of various small businesses, corporations, and modeling agencies (for proper techniques on how to dress for work in organizations other than sports). Determine styles and trends for commercial industry, private industry, and social activities. Plan programs on labor unions, trade associations, affirmative action, career advancement, and how the fashion industry relates to the economy. Review the raw materials necessary for manufacturing an item of clothing and study the processes necessary to provide it.

Plan a program on the purposes and programs of the American Bankers Association. Study the history and development of banking and how it relates to other countries. Study the effect of private enterprise on the community, state, and nation; review taxation, political involvement, and business regulation. Plan programs on the purposes of local, state, and the national Chamber of Commerce. Learn about federal and local programs to aid small businesses. Read about and study world trade and the national economy.

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.

Use the Learning for Life Leadership Development Series and attend the post Leadership Development Series.



3. LIFE SKILLS: Programs that help youth develop physical and mental fitness. The 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. Provide systems and data-processing projects to assist elderly, disabled, low-income, and disadvantaged individuals.

Develop programs for youth groups, churches, and community organizations to help with family budgets, record keeping, and correspondence. Plan parent/Explorer activities; hold a fashion show with elementary school children and senior citizens. Have a "year-dated" party for a social activity with a youth group or a senior citizen center.

Provide banking information or training to assist elderly, disabled, low-income, and disadvantaged people.

Invite models, modeling schools, and agencies to provide tours and speakers. Visit designers' studios, retail stores, manufacturers, and distribution centers. Develop a project and study the apparel industry by designing, making patterns, selecting fabrics, and cutting and assembling a garment.

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. Strong post program should include activities that provide youth with opportunities to gain a keen respect for the basic rights of others.

SUGGESTED TOPICS: Provide systems and data-processing assistance to charities, churches, youth groups, community organizations, the disadvantaged, the elderly, and the disabled. Coach younger students seeking the Computers merit badge; support community projects planned by professional business organizations; assist public service groups with programming projects. Offer assistance to libraries, schools, churches, and community organizations in data processing, secretarial, and banking projects. Learn to use other types of equipment such as a braille typewriter, and transcribe books or letters for people with sight disabilities.

Participate in a fashion show for a local department store, and help with the organization by advertising, recruiting, and designing staging and music. Volunteer as models for charity benefits. Plan a fashion show of historical costumes, sportswear, uniforms, humorous items, travel wear, or other categories. Provide fashion and/or makeup programs for youth groups, community organizations, or senior citizens.

Serve on the bookkeeping staffs of local and national Explorer events. Assist with local bankers' community affairs projects. Develop public service programs for community organizations.

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!**



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: Visit a business industry–related trade show. Have a family picnic and do business-related competitions or have a model rocket–launching event.

Have an annual post awards banquet.

Conduct seminars on developing communications skills. Assist with projects to help retirees, dependents, the elderly, or disadvantaged people. Use the Learning for Life resource *Character Education Activities*. Encourage the development of business and workplace ethics. Service clubs and leaders in the business community are excellent resources for this topic. Also investigate the relationship business has with the local community. This would include topics such as community relations and involvement, public education, civic events to promote community pride, and the effect business practices have on environmental concerns.

Schedule a Character Education Activities forum as a post meeting!

Exploring Program Support

Resources outlined below are available as noted on either the public Web site at www.learningforlife.org/exploring/business/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.

BUSINESS EXPLORING WEB PAGE (see public Web site)

Visit the Business Exploring Web site at www.learningforlife.org/exploring/business/index.html for the following:

- Career Achievement Award for Business 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 the 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/business/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/business/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/business/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/business/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



BUSINESS 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 | Understand a business plan | | |
| 2 | Working with a budget: Income | | |
| 3 | Working with a budget: Expenses | | |
| 4 | Buying and selling stocks & investing | | |
| 5 | Human resources: hiring and firing | | |
| 6 | Computers for business: networks | | |
| 7 | Computers for business: Web sites | | |
| 8 | Computers for business: doing business over the Web | | |
| 9 | Computers for business: word processors, databases, and spreadsheets | | |
| 10 | Accounting principles for business | | |
| 11 | Ordering and inventory control | | |
| 12 | Local, state, and federal taxes | | |
| 13 | Research and development of a product | | |
| 14 | Product distribution | | |
| 15 | Servicing products | | |
| 16 | Warehouse operations | | |
| 17 | Transportation | | |
| 18 | Manufacturing of a product | | |
| 19 | Sales | | |
| 20 | Marketing a product: advertising | | |
| 21 | Insurance for business | | |
| 22 | Business community involvement | | |
| 23 | Working with financial institutions | | |
| 24 | Real estate | | |
| 25 | Government and business relations | | |
| 26 | Legal issues for businesses | | |
| 27 | Public relations departments | | |
| 28 | Types of business loans | | |
| 29 | Retail operations | | |
| 30 | Travel industry | | |
| 31 | Service industries: hospitality | | |
| 32 | Training a workforce | | |

| | | | |
|----|--|--|--|
| 33 | Unemployment rates and plans | | |
| 34 | Federal Reserve System | | |
| 35 | Raising capital dollars | | |
| 36 | Venture capital | | |
| 37 | Being an entrepreneur | | |
| 38 | Management issues | | |
| 39 | Colleges and universities for business majors | | |
| 40 | How a board of directors works | | |
| 41 | Reading the stock market | | |
| 42 | Employee benefit plans | | |
| 43 | Imports and exports | | |
| 44 | Overseas operations/multinational corporations | | |
| 45 | Manufacturing products | | |
| 46 | Consumer issues | | |
| 47 | Labor relations | | |
| 48 | Annual reports and audits | | |

Sample 12-Month Complete Business Careers 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 | 1st Wed. | Fall open house | Hal Mark | 2nd Wed. | Elect officers and plan post activity program | Bill Martha | 3rd Wed. | Visit local computer facility. | Martha Bill | |
| OCT | 1st Wed. | Understand a business plan | James Sean | 2nd Wed. | Human resources: hiring/ firing | Cliff Cheryl | 3rd Wed. | Visit-retail merchant. | Cheryl John | Exploring weekend event |
| NOV | 1st Wed. | Computers for business: Web sites | Frank Tom | 2nd Wed. | Accounting principles for business | Peggy Jimmy | 3rd Wed. | Assist local salesmanship club project | Jimmy Peggy | Attend quarterly Exploring life conference |
| DEC | 1st Wed. | Product distribution | Cosby Judy | 2nd Wed. | Marketing a product: advertising | Marty Mariann | 3rd Wed. | Assist special-needs students | Mariann Marty | |
| JAN | 1st Wed. | Insurance for business | Laun Mike | 2nd Wed. | Retail operations | Jim Natalie | 3rd Wed. | Tour large insurance company | Natalie Jim | LFL Leadership Development Series |
| FEB | 1st Wed. | Service industries: hospitality | Matthew Danny | 2nd Wed. | Federal Reserve System | John Cindy | 3rd Wed. | Put on a special tax seminar. | Cindy John | |
| MAR | 1st Wed. | Venture capital | Tom Katy | 2nd Wed. | Being an entrepreneur | Carey Ann | 3rd Wed. | Assist local jr. chamber of commerce project | Ann Carey | Community service project |
| APR | 1st Wed. | How a board works | Cliff Maya | 2nd Wed. | Reading the stock market | Debbie Murray | 3rd Wed. | Spring window washing project | Murray Debbie | |
| MAY | 1st Wed. | Imports and exports | Ashley Amy | 2nd Wed. | Consumer issues | Rayna David | 3rd Wed. | Trip-Visit business college | David Rayna | Our Town at Night Event |
| JUN/ JULY | 1st Wed. | Business majors | Matthew Monica | 2nd Wed. | Business colleges | Faye Hazel | 3rd Wed. | Trip-Visit business college | Hazel Faye | |
| AUG | 1st Wed. | Consumer issues | Paul Denise | 2nd Wed. | Labor relations | David Stephanie | 3rd Wed. | Trip-Visit business college | Stephanie David | |

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.

Business 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 Business 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 business career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers distinguished credentials for their résumés.

Requirements

Explorers can earn the Business Career Achievement Award. To earn the Business 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.

Business Career Achievement Award Requirements

Do nine of the following:

1.
 - a. Learn how the stock market works and what makes stocks go up and down.
 - b. 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.
 - c. After you have tracked your stock for at least 12 weeks, make a presentation to your post, another post, class, or another community group on your experiment, highlighting what your gross dollar and percentage investment gain or loss was.
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?
3. Find out whether your 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.
4. Contact the Equal Employment Opportunity Commission 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.
5.
 - a. 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.
 - b. Make a tabletop display of or presentation on your advertising campaign for your post or group.
6.
 - a. 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.
 - b. Make your sales presentation to another individual. Ask him or her to critique how you did.
7. Tour the computer facility of a local business. See whether they have a mainframe or local area network 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.
8. Set up a computer information system for your 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

9. a. Learn the requirements for importing automobiles and/or motorcycles for sales in the United States.
b. Learn the requirements for selling in Mexico a product made in the United States.
c. Share your findings with your post, another post, or a community group.
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.

Lead a game of Monopoly for your post, another 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.
11. a. Learn how to balance a checkbook or savings book.
b. Open a savings or checking account.
c. Over 90 days, keep your account balanced.
12. Manage the funds for a post 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.
13. a. Read and explain the annual report of a company.
b. Write a business plan for a new company.

c. Explain the use of the Internet as a business component.

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.

Business 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: _____

Business Career Achievement Award Work Sheet

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 post, another 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 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 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 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.

- 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 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 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 post, another 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 post, another 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 post 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 _____

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.



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



LEARNING FOR LIFE
1329 West Walnut Hill Lane
P.O. Box 152225
Irving, TX 75015-2225
<http://www.learningforlife.org>

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