



EXPLORE THE ADVENTURE...

Communications 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

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.

1. **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.
2. **Ethical decision making.** By taking responsibility for their programs, activities, and experiences, Explorers learn how to make decisions and ethical choices.
3. **Group activity.** Exploring activities are interdependent group experiences in which success is dependent on the cooperation of all.
4. **Recognition of achievement.** Recognition comes through formal awards and acknowledgement of a youth's competence and ability by peers and adults.
5. **Democratic process.** The election of post officers is important to the success of the post.
6. **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, faculties, 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. How 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!

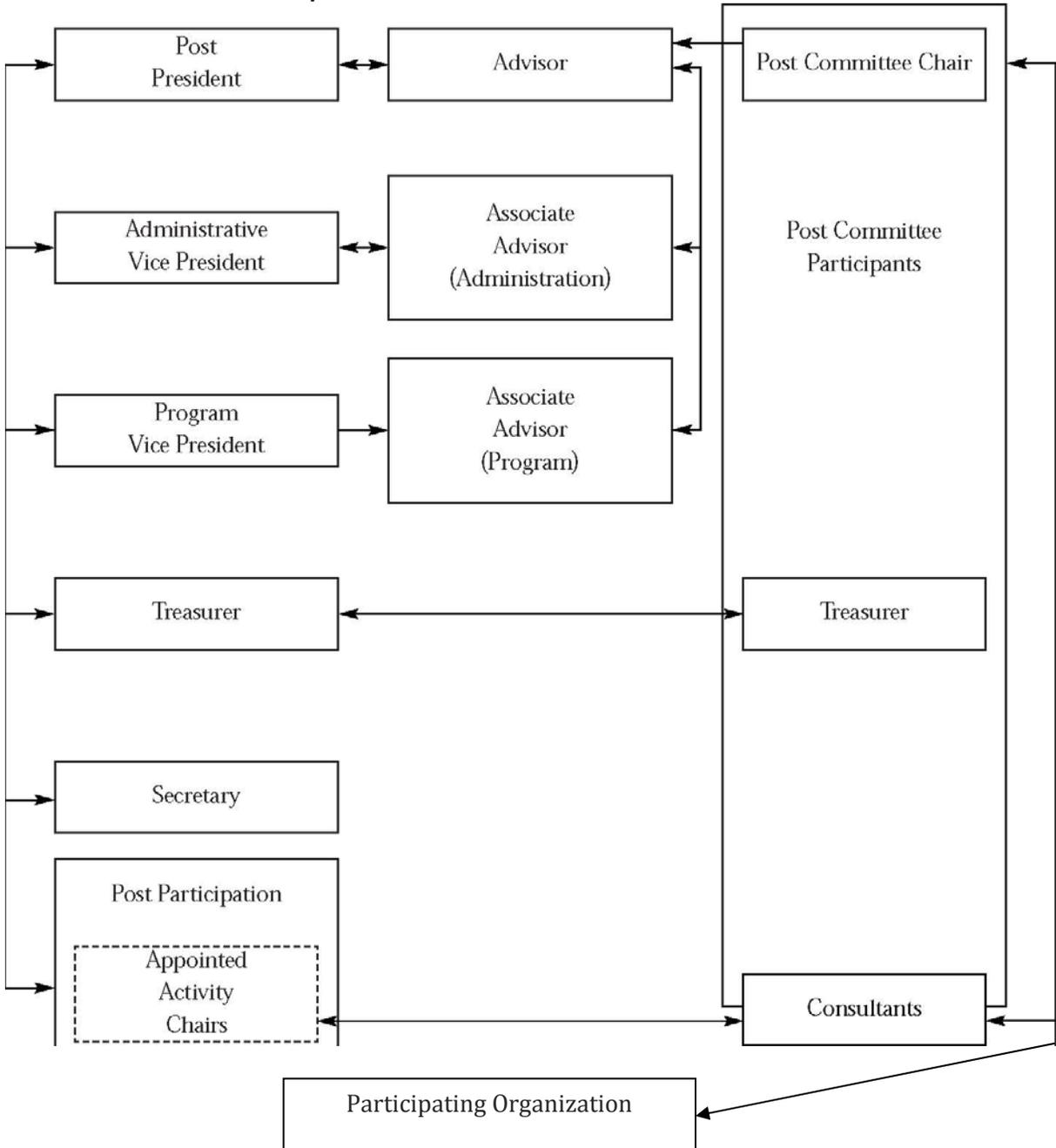
Post bylaws often include:

- 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 a Communications Post Program

The program of a 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: Research the background of radio, television, newspapers, magazines, and corporate communications; find out how corporations deal with public relations and how they relate to journalism and broadcasting. Plan programs on careers in magazines, newspapers, corporate publications, radio, TV, publishing, and freelance writing. Discuss the education, skills, and training needed for these careers.

Review the variety of careers in public relations: agency; corporation; nonprofit; association; and education. Plan programs that show the many public relations functions: planning; program development; research and analysis; writing and editing; public speaking; and media relations.

Research the variety of careers in broadcasting: writing, research, editing, proofreading, circulation, engineering, photography, and teaching. Plan programs on careers in news, advertising, public service, cable television, radio broadcasting, and freelance work.

Use the [Communications Exploring Career Opportunities Worksheet](#) to plan out these types of programs. Review the [Career Achievement Award for Communications 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 local and federal regulations, licensing of radio and television stations, and public relations ethics regarding communication programs; discuss programs, newspaper articles, radio and television promotions, and how communications affect the day-to-day activities of individuals and the public. Study the effect of the news media on

the community, state, and nation. Review ethics, privacy issues, freedom of the press, and broadcasting regulations. Study the history and development of radio and television. Plan a program on the purposes and programs of the National Association of Broadcasters.

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. Arrange drug and alcohol awareness presentations. Plan fitness and exercise programs or first aid programs for workers; learn about aerobic exercises and ergonomics for office workers and publish an information folder; secure speakers on mental and emotional fitness and promote this event using the news media and television. Study the effect of public relations on health care.

The following resources may be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* (www.learningforlife.org/exploring/communications/index.html); 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: Publish a newsletter or provide media coverage for a local event with churches, hospitals, community organizations, or youth groups. Serve on a public relations committee with the local Explorer post; create a newsletter for your Explorer post; create a radio or television public service announcement promoting the Exploring program. Coach Boy Scouts wishing to earn the Journalism or Communications merit badges. Serve on the newspaper staffs of local and national Explorer events. Assist with projects by the Society of Professional Journalists or Public Relations Society of America.

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/communications/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: Develop programs for the elderly, disabled, youth groups, churches, and community organizations using communications

formats; do a public relations project for a local community organization; plan a partner-Explorer function for disadvantaged children such as a clothing drive or a trip to the local zoo using the media. Provide radio-TV, journalism, and public relations projects to assist the elderly, disable, low-income, and disadvantaged people. Schedule a Character Education Activities forum as a post meeting!

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/communications/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.

COMMUNICATIONS EXPLORING WEB PAGE (see public Web site)

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

- Career Achievement Award for Communications 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/communications/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/communications/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 overage 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/communications/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/communications/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 program. Use the program match sheet as a tool to help. The post committee will need to recruit other resources for the rest 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.



Sample Agenda for a Post Meeting

1. Call to order and introduction of guests (2 min.; post president)
2. Announcements (8 min.)
3. 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



COMMUNICATIONS 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	Program Production—Producers		
2	Program Production—Assistant Producers		
3	Program Production—Video Editors		
4	Program Production—Web Site or Internet Producers		
5	Program Production—Announcers		
6	Program Production—Program Directors		
7	News-related—Reporters		
8	News-related—Correspondents		
9	News-related—News writers		
10	News-related—News Analysts		
11	News-related—Weathercasters		
12	News-related—Atmospheric Scientists		
13	News-related—Sportscasters		
14	News-related—Assistant News Directors		
15	News-related—News Directors		
16	Technical—Radio Operator		
17	Technical—Audio & Video Equipment Technicians		
18	Technical—Broadcast Technicians		
19	Technical—Television and Video Camera Operators		
20	Technical—Master Control Engineers		
21	Technical—Technical Directors		
22	Technical—Assistant Chief Engineers		
23	Technical—Chief Engineers		
24	Management—Advertising and Promotions Managers		
25	Management—Sales Managers		
26	Management—Business and Financial Managers		
27	Management—General and Operations Managers		
28	Sales, Promotions, & Marketing—Account Executives		
29	Sales, Promotions, & Marketing—Continuity Directors		
30	Sales, Promotions, & Marketing—Sales Worker		

	Supervisors		
31	Professional—Public Relations Specialists		
32	Professional—Computer Specialists		
33	Professional—Multimedia Artists		
34	Professional—Animators		
35	Professional—Editors		
36	Professional—Writers		
37	Professional—Authors		
38	Professional—Audio and Video Equipment Technicians		
39	Professional—Film and Video Editors		
40	News Analysts—News Anchors		
41	News Analysts—News writers		
42	News Analysts—Commentators		
43	News Analysts—Columnists		
44	News Analysts—Investigative Reporters		
45	Printing and Publishing Prepress—Desktop Publishers, Scanner Operators		
46	Printing and Publishing Press—Printing Machine Operators		
47	Printing and Publishing Binding—Bookbinders		
48	Printing and Publishing—Graphic Designers		

Sample of a Completed Communications 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 Post Planning Meeting Date	Monthly Post Weekend Activity	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs
SEPT	1st Wed.	Fall open house	Hal Mark	2nd Wed.	Elect officers & plan activities	Bill Martha	3rd Wed.	Visit newspaper	Martha Bill	Exploring weekend at camp
OCT	1st Wed.	Program production	James Sean	2nd Wed.	Production— Video Editors	Cliff Cheryl	3rd Wed.	Visit printer	Cheryl John	
NOV	1st Wed.	News-related— Reporters	Frank Tom	2nd Wed.	News-related— News writers	Peggy Jimmy	3rd Wed.	Assist local jr. chamber of commerce project	Jimmy Peggy	Attend quarterly conference
DEC	1st Wed.	News-related— Weathercasters	Cosby Judy	2nd Wed.	News-related— Sportscasters	Marty Mariann	3rd Wed.	Assist special-needs students	Mariann Marty	
JAN	1st Wed.	Technical— A/V Equipment Technicians	Laun Mike	2nd Wed.	Technical— Camera Operators	Jim Natalie	3rd Wed.	Visit broadcast center. Tour operations control room.	Natalie Jim	LFL Leadership Development Series
FEB	1st Wed.	Technical— Chief Engineers	Matthew Danny	2nd Wed.	Professional— Public Relations Specialists	John Cindy	3rd Wed.	Put on a press conference	Cindy John	
MAR	1st Wed.	Professional— Computer Specialists	Tom Katy	2nd Wed.	Professional— Multimedia Artists	Carey Ann	3rd Wed.	Spring cleaning outside house	Ann Carey	Community service project
APR	1st Wed.	Professional— Editors	Cliff Maya	2nd Wed.	Professional— Writers	Debbie Murray	3rd Wed.	Visit graphic arts dept.	Murray Debbie	
MAY	1st Wed.	Professional— News Anchors	Ashley Amy	2nd Wed.	News Analysts— Columnists	Rayna David	3rd Wed.	Visit to cable company	David Rayna	Annual Exploring banquet
JUNE JULY	1st Wed.	Professional— Investigative Reporters	Matthew Monica	2nd Wed.	Desktop Publishers	Faye Hazel	3rd Wed.	Trip, communications organization	Hazel Faye	
AUG	1st Wed.	Printing— Graphic Designers	Paul Denise	2nd Wed.	Printing— Machine Operators	David Stephanie	3rd Wed.	Trip, public relations organization	Stephanie David	Attend Our Town at Night Event

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	Potential Youth Chair and Adult Consultant	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: _____						

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.

Communications 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 Communications 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 Communications Career Achievement Award. To earn the Communications 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.

Communications 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 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.

Communications Achievements

Do nine of the following:

1.
 - a. Develop a plan to teach a communication skill (such as make a speech, introduce a speaker, etc.) approved by your Advisor.
 - b. Create several teaching aids.
 - c. Teach your skill to an individual, your post, a community group, or another group.
 - d. Have your Advisor check to see whether the learner or learners have learned the skill.
2.
 - a. Pick an item or product to sell.
 - b. Build a sales plan based on the item's positive points.
 - c. Try to "sell" post members on buying the item from you.
 - d. Reflect with the post members at a post meeting about how well you did.
3.
 - a. Demonstrate and practice how you would make a telephone call inviting someone who is an expert (in the field of your choice) to give a demonstration on their skill at a post meeting.
 - b. Actually call an expert or consultant and ask him or her to make a presentation or demonstrate a skill at a post meeting.
 - c. Greet this presenter before your post meeting.
4. Learn how to introduce a guest speaker, and then introduce a guest speaker at your post meeting or another group meeting of your choice, such as in your class, youth group, or community group meeting.
5.
 - a. Write a five-minute speech. Practice the speech, and then give it at a post meeting or another group of your choice.

OR

- b. Develop a presentation of at least five minutes on the skill that you have developed, and then make a presentation of your skill to your post, school group, or another community group.
6. As a facilitator, conduct a character education activity on an issue relevant to teens with a group of your choice such as your post, your class, or a club. Record your observations of the group and the process. Make a report from your notes at a post meeting.
7.
 - a. Prepare a news release for an upcoming post activity or special program and give it to the post officers for approval. Distribute the news release to local media.

OR

- b. Prepare a news release for an upcoming activity or special program for a group such as your post, your school class, or another group. Make sure you get approval before you release it to the media.

8. Develop a plan to make news or newsworthy opportunities for your post or another group approved by your officers. Use one of the following ways to create news: (a) Stage an event; (b) work with a newspaper, radio, or TV station on a project; (c) arrange an interview with the post Advisor; (d) organize an awards presentation in the post; (e) tie in to a well-known week or day; (f) organize a tour.
9. Produce for your council, post, or group of your choice a public service announcement (PSA) approved by your Advisor. Take a color slide, photo, or video clip that is an interesting representation of what you are promoting, develop a brief script, and submit both to the public service director of a local media outlet.
10.
 - a. Prepare a personal resume that you would use in applying for a job.
 - b. Have a friend act as an interviewer while you role play an interview for a job.
 - c. Discuss with two adults what they did to prepare for their careers, what they think is important to include on a resume, and what they think is important when interviewing. Let them critique your resume.
 - d. Research careers in the field of communications or public relations. Write a one-page statement on the education, skills, and training needed for one that you are interested in. Talk over with your Advisor or make a brief presentation to your post on what you have discovered.
11. Write a review on how communications affect the day-to-day activities of individuals and the public.
12.
 - a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on a subject of your choice.
 - b. Write to an individual or organization to request information on a subject of your choice.
13. Create a Web page for yourself or to give information about your Explorer post, group, school class, or another organization. Include at least one article and one photograph or illustration.
14. Attend a regional or national communications conference as either a staff member or participant.

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.

Communications Achievement Award Worksheet

Name: _____

Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

- 1a. Develop a plan to teach a communication skill (such as make a speech, introduce a speaker, etc.) approved by your Advisor.
- 1b. Create several teaching aids.
- 1c. Teach your skill to an individual, your post, a community group, or another group.
- 1d. Have your Advisor check to see whether the learner or learners have learned the skill.

Completed _____

- 2a. Pick an item or product to sell.
- 2b. Build a sales plan based on the item's positive points.
- 2c. Try to "sell" post members on buying the item from you.
- 2d. Reflect with the post members at a post meeting about how well you did.

Completed _____

- 3a. Demonstrate and practice how you would make a telephone call inviting someone who is an expert (in the field of your choice) to give a demonstration on their skill at a post meeting.
- 3b. Actually call an expert or consultant and ask him or her to make a presentation or demonstrate a skill at a post meeting.
- 3c. Greet this presenter before your post meeting.

Completed _____

4. Learn how to introduce a guest speaker, and then introduce a guest speaker at your post meeting or another group meeting of your choice, such as in your class, youth group, or community group meeting.

Completed _____

5a. Write a five-minute speech. Practice the speech, and then give it at a post meeting or another group of your choice.

OR

5b. Develop a presentation of at least five minutes on the skill that you have developed, and then make a presentation of your skill to your post, school group, or another community group.

Completed _____

6. As a facilitator, conduct a character education activity on an issue relevant to teens with a group of your choice such as your post, your class, or a club. Record your observations of the group and the process. Make a report from your notes at a post meeting.

Completed _____

7a. Prepare a news release for an upcoming post activity or special program and give it to the post officers for approval. Distribute the news release to local media.

OR

7b. Prepare a news release for an upcoming activity or special program for a group such as your post, your school class, or another group. Make sure you get approval before you release it to the media.

Completed _____

8. Develop a plan to make news or newsworthy opportunities for your post or another group approved by your officers. Use one of the following ways to create news: (a) Stage an event; (b) work with a newspaper, radio, or TV station on a project; (c) arrange an interview with the post Advisor; (d) organize an awards presentation in the post; (e) tie in to a well-known week or day; (f) organize a tour.

Completed _____

9. Produce for your council, post, or group of your choice a public service announcement (PSA) approved by your Advisor. Take a color slide, photo, or video clip that is an interesting representation of what you are promoting, develop a brief script, and submit both to the public service director of a local media outlet.

Completed _____

- 10a. Prepare a personal resume that you would use in applying for a job.
- 10b. Have a friend act as an interviewer while you role play an interview for a job.
- 10c. Discuss with two adults what they did to prepare for their careers, what they think is important to include on a resume, and what they think is important when interviewing. Let them critique your resume.
- 10d. Research careers in the field of communications or public relations. Write a one-page statement on the education, skills, and training needed for one that you are interested in. Talk over with your Advisor or make a brief presentation to your post on what you have discovered.

Completed _____

- 11. Write a review on how communications affect the day-to-day activities of individuals and the public.

Completed _____

- 12a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on a subject of your choice.
- 12b. Write to an individual or organization to request information on a subject of your choice.

Completed _____

- 13. Create a Web page for yourself or to give information about your Explorer post, group, school class, or another organization. Include at least one article and one photograph or illustration.

Completed _____

- 14. Attend a regional or national communications conference as either a staff member or participant.

Completed _____

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 or adult high school Learning for Life group leader 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.

Communications 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

_____ friends _____ adults



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800-010
2009 Printing