

Real-World Career Experiences
Exploring[®]



SOCIAL SERVICES

EXPLORER POST PROGRAM GUIDE

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WHAT IS SOCIAL SERVICES EXPLORING?

Exploring is the career component of Learning for Life. Explorers are young men and women who have completed the eighth grade and are 14 years of age, or are at least 15 years of age but have not yet reached their 21st birthday.

Young adults join Explorer posts to gain insight into a variety of programs that offer leadership experience, citizenship training, life skills, character education, and career opportunities through hands-on activities. Exploring is experimental learning with lots of fun-filled, hands-on activities. It promotes the conditions necessary for the growth and development of adolescent youth.

Young people need experiences that allow them to interact with peers and acquire a sense of belonging; gain experiences in decision making; discuss conflict in values and formulate their own value systems; reflect on self in relation to others and discover more about themselves by interaction; experiment with their own identity; participate as a responsible member of a group; and cultivate a capacity to enjoy life. Exploring can provide these experiences in wholesome, well-planned programs run by youth members and assisted by adult advisers.

The Five Areas of Program Emphasis is the basis of well-developed, planned program.

The Five-Step Plan for Explorer Post Program Development is the method used to organize a post program.

ORGANIZING AN ARTS AND HUMANITIES EXPLORER POST

Each year Learning for Life requests support from business, industry, military, professional, service, and other community-based organizations across the country to operate Explorer posts.

The organization interested in Social Services Exploring is known as the participating organization. These participating organizations provide the program assistance for Explorer post meetings, activities, and trips through caring adult volunteer leaders recruited from the organization.

There is a five-step process to organize a post and develop the post's program. Each participating organization, through its executive officer, agrees to:

- Recruit adult volunteer leaders
- Complete the annual Memorandum of Understanding
- Utilize the Social Services Career Opportunities Worksheet
- Organize supplementary business program ideas
- Develop a post calendar
- Provide meeting facilities

Learning for Life provides:

- Program development support and resources
- Adult and youth leadership training
- Liability insurance for the organization and adults
- Planned activities
- Ongoing volunteer and staff service

The Five-Step Plan for Developing a Social Services

Exploring Post Program

Organizing Social Services Explorer posts is easy! Just follow these five steps for program development:

Step One **Organization Makes a Commitment:** Secure a commitment from the chief executive officer or head of the participating organization.

Key Items:

- CEO selects the key leadership for the post
- CEO sends out the adult resources survey
- CEO sets the date for the career opportunities meeting and firstnighter
- CEO agrees to send out invitation letters for firstnighter
- CEO signs the Memorandum of Understanding

Local high school survey of students interested in arts and humanities has already been completed in your community.

Step Two **Career Opportunities Development Meeting:** Meeting of post adult leadership with a Learning for Life representative.

Key Items:

- Conduct adult leadership training, Advisor Fast Start, Youth Protection training found on the Learning for Life Web site
- Select and put on a calendar career programs using the career opportunities worksheet and annual calendar
- Plan firstnighter

Step Three **Post Firstnighter:** Organization conducts an exciting hands-on event.

Key Items:

- Follow up on letters of invitation sent out
- Present exciting program
- Sign up youth
- Distribute Explorer activity interest survey

Step Four **Post Activities Development Meeting:** Post's program is agreed upon with youth input.

Key Items:

- Results from adult resource survey and Explorer activity interest survey
- Schedule post activities and assign youth chairperson
- Elect youth officers

Step Five **Youth Officers' Seminar:** Elected officers are trained.

Key Items:

- Post officers understand their job in operating post program using Post Officers Fast Start
- Post activities have a youth chair and adult consultant

The Five Areas of Program Emphasis: Ideas for Social Services Post Program

The program of Explorer posts matches the interests of young adults with the resources and adult expertise of their participating organization. The following suggested ideas are specific elements that your Explorer post leaders might use when planning a well-balanced program around Exploring's five experience areas.



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

SUGGESTED TOPICS: Plan career programs for youth groups, schools, vocational groups, mental health centers, prisons, community service organizations, and hospitals. Secure speakers on mental health, teachers and supervisors of education, city/state representatives for public services, and individuals on employment services. Discuss skills needed, how to begin, education, and training. Earn the Career Achievement Award in Social Services.

Look into the work of several public services agencies. Is there overlapping of some services? How do the agencies relate to each other? Become knowledgeable about the ongoing reclassification of many of these careers, such as greater specialization, changes in entrance requirements, and the varying of educational needs.

Select one community service career, such as the social welfare assistance, and take an in-depth look at it. **Follow the pattern suggested here for any of the services.**

- a. Identify the principal recipients of the service, e.g., aged, youth offender, veteran, tenant, child, neighborhood, dropout, disabled, mentally impaired, widowed, teenager.
- b. What are the specific services rendered, e.g., counseling relocation, referral, personal care, case study.
- c. What is required in order to provide the service, e.g., understanding, special training and education, self-discipline, empathy, patience, determination, knowledge of human behavior, knowledge of the community and society, prior experience as a volunteer or paid worker, community action, and fieldwork.
- d. What are the career ladder plans? Are there work-study programs, pay for educational expenses, educational leave schemes?
- e. What high school courses are best suited to the social agency of your choice? Is a four-year college education required or are two years of vocational training sufficient?
- f. Investigate the role of volunteer agencies such as the BSA, college action groups, Girl Scouts, Camp Fire Girls, YMCA, YWCA, etc., and auxiliaries in helping provide this service.

Delve into the fundamentals of child growth and development. Observe preschool and nursery school teachers as they deal with young children. Observe a child psychologist in action. Visit a playground to observe activities for toddlers and preschool children.

Visit a children's hospital or children's ward to observe how the pediatric nurse relates to her patients. Discuss the special health problems of preschool children with a physician specializing in pediatrics and other medical professionals.

Review with a manufacturer of child products the way in which these products help the child develop physically and emotionally, and how they aid the learning process.

Discuss with a social worker or a public health nurse the particular problems of young children related to broken homes, child abuse, drug abuse, alcoholism, malnutrition, inadequate housing, and other factors.

Visit a Head Start facility to learn how culturally deprived youngsters are stimulated toward learning readiness.

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



2. LEADERSHIP EXPERIENCE: Programs that help youth develop leadership skills to fulfill their responsibilities in society. Advisors should encourage activities that provide exposure to different leadership styles.

SUGGESTED TOPICS: Participate in Explorer leadership training, Fast Start, and officers workshop. Meet with members of a child advocacy organization to learn about child abuse cases, consumer products designed for children, and educational needs of preschool youngsters. Study the medical, dental, health, educational, and recreational services available to children in the community and undertake a program to inform parents of these services.

Visit a toy or department store and review the consumer products available. Note how the products are specifically designed to provide for safety, and note any discrepancies that might be observed. Call these to the attention of the appropriate consumer organization in the community. Inspect a playground, school, or other facility and review the safety features of playground equipment and craft supplies.

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 workshop 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 Workshop 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 Workshop Series is available from your local Learning for Life office.



3. CITIZENSHIP: Programs that encourage youth to develop the skill and desire to help others. Posts need to participate in activities that provide opportunities for youth to gain respect for the basic rights of others.

SUGGESTED TOPICS: Provide social work projects for community organizations. Assist with tutoring, coaching, disability therapy, schools, and language skills. Read to or write for those who are unable to do so. Make recordings for the blind. Be a day camp counselor or a volunteer in a local hospital. Work with a community action group. Escort people to places where they need access to social services; be a receptionist in a clinic. Participate in the local council food drive or conduct a blood drive, etc. Make sure to use **the adult resource survey** and **the Explorer activity interest survey** to generate ideas for life skills!

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/socialservices/index.html then click on Resources for Exploring Leaders under New Resources.)

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



4. LIFE SKILLS: Programs that help youth develop physical and mental fitness. Explorer-aged youth need activities that provide opportunities for them to experience positive social interaction.

SUGGESTED TOPICS: Plan a weekend campout for children with physical disabilities, a nature hike for underprivileged children, and a trip to a local college for older youths, and assist with day camp activities for children with mental disabilities. Have a community arts and crafts show in a parking lot or park area.

Assist parks and recreation leaders in conducting outdoor games for young children. Learn about the physical development of young children, and explore such facets as depth perception, coordination, dexterity, and eye-hand coordination, and test these in simple but vigorous outdoor games. Assist in building simple, inexpensive playground equipment for a mini-park, people's park, or a volunteer childcare facility.

Schedule a weekend at the local council's COPE course (rope course). Participate in the Life Choices interactive computer game on CD. 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'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).

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/socialservices/index.html, then click on Resources for Exploring Leaders under New Resources):

- Challenge Initiative Games
- Cooperative Games
- Problem-Solving Initiative Games
- Becoming and Being a Leader
- Developing a Community of Youth Leaders
- Exploring for People With Disabilities
- Leadership Checkup
- Leadership Reflection
- Problem-Solving Skills for Explorers
- Suggested Post Bylaws



5. CHARACTER EDUCATION: Programs that help youth develop skills necessary to making ethical choices. Strong programming will involve activities that provide opportunities for fulfilling one's responsibility to society.

SUGGESTED TOPICS: Review television programs designed specifically for preschool youngsters. Observe how TV programs contribute to the child's learning and social adjustment. Do the same for television commercials directed toward young children. Monitor the amount of violence shown in children's programming. Know the importance of effective communications. Take a public speaking course.

Learn what it means to believe in the inherent dignity of the individual. Record the thoughts of post members and then talk to experts. Be aware of the difference between empathy and sympathy in a helping facility. Invite a specialist to brief you on race relations, social problems, child development psychology, and geriatrics.

Role play someone in need of a helping service. Know the civil service examinations needed for certain social service positions.

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.

SOCIAL SERVICES

EXPLORING PROGRAM SUPPORT

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

SOCIAL SERVICES EXPLORING WEB PAGE *(see public Web site)*

Visit the Social Services Exploring Web site at www.learningforlife.org/exploring/socialservices/index.html for the following:

- Career Achievement Award for Social Services 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 [PowerPoint]

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 ACTIVITIES (see local Learning for Life office)

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. (For Character Education Activities, request a copy from your local Learning for Life office.)

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/socialservices/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/socialservices/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 WORKSHOP SERIES (see local LFL office)

The Learning for Life leadership workshop 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 Workshop 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.

LEARNING FOR LIFE WEB PAGE (see public Web site)

Visit the Learning for Life Web site at www.learningforlife.org. Connect with today's Explorers in such careers as Arts and Humanities, Aviation, Business, Communications, Engineering, Fire/Emergency Services, Health, Law Enforcement, Law and Government, Science, Skill Trades, and Social Services.

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/socialservices/index.html, then click on Safety First Guide to Learning for Life Activities under New Resources).

YOUNG AMERICAN AWARD (see public Web site)

First presented in 1968, the council-level award is given to young adults between the ages of 19 and 25 to highlight publicly the importance of their excellent achievements and service to their community, state, and nation. The council-level Young American Award consists of a plaque to be awarded at an appropriate council ceremony. Each council selects and submits their top nominee for consideration for the five national Young American Awards given annually in May, which include the unrestricted \$5,000 cash award and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, then scroll down and click on Awards and Scholarships, and then click on Young American Award).

YOUTH PROTECTION TRAINING (go to

www.learningforlife.org/exploring/socialservices/index.html, then click on Youth Protection Training [PowerPoint] 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.

GENERAL POST PROGRAM DEVELOPMENT 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: REGULAR 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 (10 min.)
 - A. Discuss matters that require post approval.
 - B. Administrative vice president enrolls new youth attending meeting.
 - C. Program vice president promotes upcoming events.
 - D. Post Advisor gives update and comments.
5. Conduct post activity program (45 min.; Explorer activity chair and adult consultant) (See note below.)
6. Closing (7 min.; post president)
 - A. Announce date, time, and 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 from the adult resource survey. (*Explorer Youth Leader Guidebook*, available at www.learningforlife.org).



SOCIAL SERVICES APPENDIX:
CAREER OPPORTUNITIES
WORKSHEET, SAMPLE PROGRAM
CALENDAR, CAREER ACHIEVEMENT
AWARD INFORMATION, AND
SAMPLE FORMS

Additional Instructions for Steps 2 and 4 of Exploring Program Development

Step 2: Career Opportunities Program Development Meeting (Use Social Services Career Opportunities Worksheet)

1. Review **the Social Services Career Opportunities Worksheet** and select those career activities that your organization has the resources to support by checking the "Yes/No" column, and please add any career activities unique to your organization.
2. Name a person from your organization for each "Yes" activity who could serve as a consultant to help plan and lead the career opportunities activity.
These will become the career focus of your Explorer post for the upcoming program year. (See sample of the completed Social Services Exploring Program Calendar.)
3. Determine and list the first and second monthly career opportunities meeting topics
4. Put the career opportunities on the calendar for distribution at the firstnighter

Step 4: Post Activities Program Development Meeting

(First post meeting after open house)

(Use **Social Services Exploring calendar** and the results from the **adult resource survey**,
Explorer activity interest survey and **the program match sheet**)

5. Review the results from **the adult resource survey** and **the Explorer activity interest survey**. Use **the program match sheet** to help determine post activity suggestions.
6. Make sure you have included the local council Exploring events, activities, and training dates on the calendar.
7. At the first post meeting following the open house, present the suggested post activity ideas to the youth leadership.
8. Include other dates:
 - Open house date (fall and spring)
 - Participating organization dates
 - Superactivity dates
 - Check for school and other official holiday dates

Social Services 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.

Social Services Achievements

Do nine of the following:

1.
 - a. Interview a teacher, guidance counselor, or administrator to find out what attracted that person to a profession in education.
 - b. Find out what education is required to be a teacher, a guidance counselor, and an administrator. Also find out about the availability of teaching positions in your community and state.
2.
 - a. Research the correlation between student achievement and teacher expectation. Example: Do teachers expect less from low-income students? Do teachers' high expectations produce high performance levels regardless of social or economic standing?
 - b. Using your findings, make a tabletop display or presentation to a group, such as your post, another post, or other community group.
3.
 - a. Find out what it takes to be a foreign exchange student or to host a foreign exchange student.
 - b. Become a foreign exchange student, host a foreign exchange student, or interview someone who is or has been a foreign exchange student to find out about his or her experiences.
 - c. Find out which state has the most foreign exchange students and which countries the United States sends the most students to. Then find out which country sends the most students to the United States.
4.
 - a. Tour at least one other school in a different social environment than yours, such as an inner-city, rural, suburban, or private school.
 - b. List similarities and dissimilarities to your school. Identify problem areas you noticed and possible solutions.
5.
 - a. Be a teacher's aide on a class trip or outing for younger children.

OR

 - b. Lead a young children's group, such as a kindergarten class, elementary class, or others, on a nature trail, outdoor activity, or day camp.

OR

 - c. Tutor the children of migrant workers, youth in a disadvantaged community, or someone learning to read.
6.
 - a. Learn how much money your community, state, and nation spend on education. What are the revenue sources for this money? Are there restrictions on how the money is spent?
 - b. Research the origins of the public school system. Have the purposes of public education changed since its beginning?
7.
 - a. Research how your school district is governed. Is your superintendent appointed or elected? Are your school board members appointed or elected?
 - b. Interview a school board member or superintendent to find out about his/her job and responsibilities.
 - c. Attend a school board meeting.
8.
 - a. Pick out any simple skill, such as brushing your teeth, driving a car, making a bed, or balancing a checkbook. Make a teaching outline and then teach a class or group about the subject. Have them critique your teaching skills.

OR

 - b. Attend a class or seminar that teaches teaching/presentation skills.

9. a. Attend a theater production. Write a critique on the work in the area of set design, decorations, and costume design.

OR

- b. Produce and direct a play or puppet show for a group of younger children, such as a daycare center, kindergarten class, or elementary class.
10. a. Learn how computers help your schoolwork.
b. Make a tabletop display for your class or school on the importance and use of computers in the school environment.
11. a. Interview two people other than teachers or school administrators and find out the following: Where were they educated? What were they trained in? How did this help prepare them for the life they now live? Find out how each continues to educate himself or herself.
b. Write a report on your findings.
12. Choose ONE of the following activities and devote at least four hours of service to that activity:
- a. Read to a sick, blind (contact the American Foundation for the Blind at 800-232-5463), or homebound person in a hospital or extended-care facility.
 - b. Perform volunteer work at your school or public library.
 - c. Read stories to younger children, in a group or individually.
 - d. Help with a literacy program (for information, contact the National Institute for Literacy: 1775 I Street, NW, Suite 730, Washington, DC 20006; phone: 202-233-2025; Web site: <http://novel.nifl.gov>) and discuss your participation with your Advisor.

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.

Social Services Career Achievement Worksheet

Name: _____

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

Do nine of the following:

1a. Interview a teacher, guidance counselor, or administrator to find out what attracted that person to a profession in education.

1b. Find out what education is required to be a teacher, a guidance counselor, and an administrator. Also find out about the availability of teaching positions in your community and state.

Completed _____

2a. Research the correlation between student achievement and teacher expectation. Example: Do teachers expect less from low-income students? Do teacher's high expectations produce high performance levels regardless of social or economic standing?

2b. Using your findings, make a tabletop display or presentation to a group, such as your post, another post, or other community group.

Completed _____

3a. Find out what it takes to be a foreign exchange student or to host a foreign exchange student.

3b. Become a foreign exchange student, host a foreign exchange student, or interview someone who is or has been a foreign exchange student to find out about his or her experiences.

3c. Find out which state has the most foreign exchange students and which countries the United States sends the most students to. Then find out which country sends the most students to the United States.

Completed _____

4a. Arrange to tour at least one other school in a different social environment than yours, such as an inner-city, rural, suburban, or private school.

4b. List similarities and dissimilarities to your school. Identify problem areas you noticed and possible solutions.

Completed _____

5a. Be a teacher's aide on a class trip or outing for younger children.

OR

5b. Lead a young children's group, such as a kindergarten class, elementary class, or others, on a nature trail, outdoor activity, or day camp.

OR

5c. Tutor the children of migrant workers, youth in a disadvantaged community, or someone learning to read.

Completed _____

6a. Learn how much money your community, state, and nation spend on education. What are the revenue sources for this money? Are there restrictions on how the money is spent?

6b. Research the origins of the public school system. Have the purposes of public education changed since its beginning?

Completed _____

7a. Research how your school district is governed. Is your superintendent appointed or elected? Are your school board members appointed or elected?

7b. Interview a school board member or superintendent to find out about his/her job and responsibilities.

7c. Attend a school board meeting.

Completed _____

8a. Pick out any simple skill, such as brushing your teeth, driving a car, making a bed, or balancing a checkbook. Make a teaching outline and then teach a class or group about the subject. Have them critique your teaching skills.

OR

8b. Attend a class or seminar that teaches teaching/presentation skills.

Completed _____

9a. Attend a theater production. Write a critique on the work in the area of set design, decorations, and costume design.

OR

9b. Produce and direct a play or puppet show for a group of younger children, such as a day-care center, kindergarten class, or elementary class.

Completed _____

10a. Learn how computers help your schoolwork.

10b. Make a tabletop display for your class or school on the importance and use of computers in the school environment.

Completed _____

11a. Interview two people other than teachers or school administrators and find out the following: Where were they educated? What were they trained in? How did this help prepare them for the life they now live? Find out how each continues to educate himself or herself.

11b. Write a report on your findings.

Completed _____

12a. Choose ONE of the following activities and devote at least four hours of service to that activity:

(a) Read to a sick, blind (contact the American Foundation for the Blind at 800-232-5463), or homebound person in a hospital or extended-care facility.

(b) Perform volunteer work at your school or public library.

(c) Read stories to younger children, in a group or individually.

(d) Help with a literacy program (for information, contact the National Institute for Literacy: 800 Connecticut Avenue NW, Suite 200, Washington, DC 20006; phone—800-228-8813; Web site—<http://novel.nifl.gov>) and discuss your participation with your Advisor.

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.

Social Services Career
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: _____

Description of Activity

Total Hours

Supervisor Signature and Phone No.

Social Services

Career Opportunities Worksheet

	<i>Career Opportunities</i>	Organization Has Resources	<i>Organization Resources</i>
	Career skills	Yes/No	Who will teach this skill
1	Interview a teacher, counselor, or administrator re: what attracted them to a career in education		
2	Learn education rqmts for each		
3	Research correlation between student achievement and teacher expectations		
4	Make a tabletop display of your findings in # 4		
5	Learn about the foreign exchange student program		
6	Become a F/E student, become a host, or interview one		
7	Determine which state has the most F/E students, and which country sends the most		
8	Tour a school in a different social environment (inner city, rural, etc.)		
9	List similarities and dissimilarities with your school/problems/solutions		
10	Be a teacher's aid on a class outing		
11	Lead a children's group on an outdoor activity		
12	Tutor children of migrant workers learning to read		
13	How much money is spent on education in the community/state/nation? What is the source of the revenue?		
14	Research how the public school system has changed		
15	How is your school governed: school board and superintendent hired or elected?		
16	Interview a board member or supdt.		

	<i>Career Opportunities</i>	Organization Has Resources	<i>Organization Resources</i>
17	Attend a school board meeting		
18	Make a teaching outline and teach a class a simple skill. Include a critique of your performance		
19	Attend a class that teaches teaching /presentation skills		
20	Critique a theatre production as to areas of set design, decoration		
21	Produce a play at a daycare center		
22	Learn how computers help your school work		
23	Make a tabletop display on the importance of computers in schools		
24	Interview 2 people other than school officials. Learn: Where educated What training they have How this helped them Continuing education		
25	Write a report on # 24		
26	Read to some in a healthcare facility		
27	Volunteer at your school/library		
28	Read to younger children in a group		
29	Help with a literacy program		
30	Volunteer at a SC agency		
31	Interview someone in social services like the Salvation Army		
32	Interview someone who operates a daycare facility		
33	Learn the regulations of a SC agency 501C rqmts		
34	Visit a mental health agency		
35	Help with developing a outdoor program for the disabled		
36	Learn the training needed for a special education teacher		
37	Mentor in a classroom for children with mental disabilities		
38	Recruit other mentors to speak to special ed classes		

Youth Activity Interest Survey

Look at the list and place a check mark on the line in front of three (3) 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

Photography

Camping

River/white-water rafting

Career clinic

Rock climbing/
rappelling

Hobby/interest:

College planning

Roller-skating

Community cleanup
project

Sailing/canoeing

Computers

Snorkeling/scuba diving

Other ideas:

Conservation project

Snow skiing

Cycling

Swimming

Dance

Tour of city (area)

First aid training

Visit to TV or radio
station

Fishing

Waterskiing

Horseback riding

Ice skating

Movies

Sports activities:

Music

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) _____

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

	Have Skill	Have Resources
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 # _____ Adult Phone # _____

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

Sample Complete Social Services Exploring Program Calendar

	1st Mtg. Date	Career Opportunities 1st Meeting	Adult Consultant/ Youth Chair	2nd Mtg. Date	Career Opportunities 2nd Meeting	Adult Consultant/ Youth Chair	Monthly Planning Meeting Date	3rd Week Monthly Post Activity	Post Activity Youth Chair	Weekend Council Activity
SEPT	2nd Wed.	Fall open house	Hal Mark	4th Wed.	Elect officers and plan post activity program	Bill Martha	1st Wed.		Martha	Post officers training
OCT	2nd Wed.	Mental health worker program	James Sean	4th Wed.	Determine needs of MH facility. Plan an activity.	Cliff Cheryl	1st Wed.	Visit a mental health facility	Cheryl	Attend Exploring weekend at camp
NOV	2nd Wed.	Work on planned activity at MH	Frank Tom	4th Wed.	MH activity	Peggy Jimmy	1st Wed.		Jimmy	Quarterly Exploring conference date
DEC	2nd Wed.	Speaker on youth service careers	Cosby Judy	4th Wed.	Visit a youth services agency	Marty Mariann	1st Wed.	Plans for superactivity	Mariann	Council food drive
JAN	2nd Wed.	Interview the local United Way director	Laun Mike	4th Wed.	Choose an agency to work with	Jim Natalie	1st Wed.		Natalie	
FEB	2nd Wed.	Planning for blood drive	Matthew Danny	4th Wed.	Visit a social work agency	John Cindy	1st Wed.	Explorer blood drive	Cindy	Quarterly Exploring conference date
MAR	2nd Wed.	Interview an educator re: education rqmts, etc.	Tom Katy	4th Wed.	Tour a school different from yours socially (inner city)	Carey Ann	1st Wed.		Ann	
APR	2nd Wed.	Serve as a teacher aid on an outing	Cliff Maya	4th Wed.	Tutor children of migrant workers, etc.	Debbie Murray	1st Wed.	Explorer after dark program	Murray	
MAY	2nd Wed.	Attend a school board meeting	Ashley Amy	4th Wed.	Interview a school board member	Rayna David	1st Wed.		David	Annual Exploring banquet
JUNE JULY	2nd Wed.	Planning for superactivity	Matthew Monica	4th Wed.			1st Wed.	Post superactivity	Hazel	Our Town at Night Activity
AUG	2nd Wed.			4th Wed.			1st Wed.	Plans for fall firstnighter	Stephanie	Quarterly Exploring conference date

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.

1. 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.

1. Add other results, those written in and especially from brainstorming with youth at firstnighter/open house.

2. Look for matches between first two columns, youth activity interest and adult resource survey.

3. Decide on activities that post will organize.
 - Decision could be by vote or consensus of youth leadership.

1. Select suggested dates for each activity.
 - Put on post calendar for distribution to Explorers.

1. Recruit and assign youth activity chair and adults consultant for each activity that will be on calendar.

2. Post vice president for program follows up with youth activity chair and reports at post monthly planning meeting.