

EXPLORING GUIDEBOOK

For Post and Club Leaders—Youth and Adult



CONTENTS

WELCOME TO EXPLORING

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

CHAPTER ONE: UNDERSTANDING YOUR ROLE AS AN ADULT LEADER

Introduction.....	11
Unit Committee Position Descriptions	12
11 Exploring Leadership Skills for Unit Leaders	22
How to Teach a Skill	24
How Your Local Council Supports You	25
Managing the Brand	26

CHAPTER TWO: DEVELOPING A COMMUNITY OF YOUTH LEADERS

Reflection: Why Do We Reflect?.....	28
Leadership Reflection	30
Advisor/Sponsor Reflection	31
Facilitating Reflective Checkups	31

CHAPTER THREE: GETTING YOUR PROGRAM UP AND RUNNING

The Four Phases of Starting an Exploring Program.....	33
Phase 1: Research	36
Phase 2: Leadership	37
Phase 3: Program.....	40
Phase 4: Participation.....	44
Transitioning Your Program to Youth Leaders	49
Funding Your Annual Program.....	53
Registering and Renewing Your Unit Each Year	54

CHAPTER FOUR: AWARDS AND RECOGNITIONS

Career Achievement Award.....	59
Congressional Award.....	60
Journey to Excellence	60
Leadership Award Program.....	60
Lifesaving Award	61
Meritorious Action Award	61
Learning for Life Foundation Society Award	61
President’s Volunteer Service Award	62
Law Enforcement Exploring Special Recognition Awards	62
Proficiency Awards for Law Enforcement and Fire Exploring Programs.....	62
William H. Spurgeon Award.....	65

CHAPTER FIVE: YOUTH PROTECTION AND SAFETY STANDARDS

Youth Protection Introduction	67
Reporting Procedures.....	67
Training	68
Safety First Guidelines	68

CHAPTER SIX: FOR THE YOUTH LEADER

Welcome to Exploring!.....	72
Personal Safety Awareness	74
Youth Section One: A Youth Leader’s Role and Responsibilities.....	81
Youth Section Two: Your Role in the First Three Months.....	88
Youth Section Three: Becoming and Being a Leader	93
Youth Section Four: Planning Your Post’s or Club’s Program.....	98
Youth Section Five: How-To Guide	101
Youth Section Six: Leadership Checkup	119
Youth Section Seven: Exploring Officers Association.....	120
Appendix.....	121
Glossary	157
Index	158

WELCOME TO EXPLORING

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

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

WHAT IS EXPLORING?

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

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

The Learning for Life Corporation offers many programs designed to support schools and community-based organizations in their efforts to prepare youth to successfully handle the complexities of contemporary society and to enhance their self-confidence, motivation, and self-esteem. The programs focus on character education and career education. Learning for Life programs help youth develop social and life skills, assist

in character development, and help youth formulate positive personal values. They prepare youth to make ethical decisions that will help them achieve their full potential. There are two program methods: curriculum-based programs and worksite-based programs.

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

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

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

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

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

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

Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate an Explorer post by matching their people and program resources to the interests of young people in

the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

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

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

- By compiling a program inventory of the skills and interests of adults associated with the organization who are willing to give program help to the post or club. The inventory indicates the program potential of the post's or club's adults in such areas as careers, hobbies, skills, contacts, facilities, and ideas.
- By providing the adult leaders to organize the program inventory and serve as Advisors to the youth leaders of the post or club.
- By providing meeting facilities.

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

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

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

POSTS VS. CLUBS

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

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

MISSION, VISION, AND HISTORY OF EXPLORING

LEARNING FOR LIFE CORPORATE MISSION

Deliver character-building experiences and mentorship that allow youth to achieve their full potential in both life and work.

EXPLORING VISION

Shape the workforce of tomorrow by engaging and mentoring today's youth in career and life-enhancing opportunities.

POSITION STATEMENT

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

AFFILIATION STATEMENT

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

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

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

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

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

HISTORY OF EXPLORING

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

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

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

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

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



William H. Spurgeon III

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

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

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

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

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

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

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

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

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

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

AS YOU BEGIN THIS GUIDEBOOK

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

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

An Exploring program has four specific goals. Explorers should:

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

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

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

Chapter One: Understanding Your Role as an Adult Leader

Chapter Two: Developing a Community of Youth Leaders

Chapter Three: Getting Your Program Up and Running

QUICK START

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

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

Complete ALL of these important steps before you begin!

- Complete Youth Protection Training for Explorers online at www.exploring.org.
- Access the Exploring Leader online training modules specific to your registered position in your post or club.
- Read chapter three, "Getting Your Program Up and Running." It describes what your very next steps are, step by step.
- Review chapter five, "Health and Safety Standards." Above all else, safety should remain in the forefront of your mind when planning and working with your Explorers.

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

CHAPTER ONE: UNDERSTANDING YOUR ROLE AS AN ADULT LEADER

CONTENTS

INTRODUCTION, 11

UNIT COMMITTEE

POSITION DESCRIPTIONS, 12

11 EXPLORING LEADERSHIP SKILLS

FOR UNIT LEADERS, 22

HOW TO TEACH A SKILL, 24

HOW YOUR LOCAL COUNCIL

SUPPORTS YOU, 25

MANAGING THE BRAND, 26

INTRODUCTION

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

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

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

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

There is no one type of person who is a perfect Advisor or Sponsor. Successful Advisors and Sponsors are introverted or extroverted, young or old, with high or low income, and from a variety of cultures. The one characteristic common to all Advisors and Sponsors

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

Your responsibilities as an Advisor or Sponsor include:

- Fostering and developing an environment within the Explorer post or club that promotes a feeling of community and encourages growth and responsibility to one another
 - Helping youth to lead, to plan, to make decisions, and to carry out a program of activities over an extended period of time
- Refer to the Youth-Led Programs training module at www.exploring.org for more information.
- Encouraging participation in and support for the Explorer post or club from the participating organization, associate Advisors or Sponsors, post or club committee, parents, and other adults in the surrounding community
 - Upholding the standards and policies of the participating organization and Learning for Life
 - Protecting the young people in the Explorer post or club from abuse and neglect, and upholding the standards of Learning for Life’s Youth Protection emphasis
 - Ensuring that activities are conducted within safety guidelines and requirements
 - Cultivating within yourself and the youth in your post or club the capacity to enjoy life—to have fun and explore as you advise

UNIT COMMITTEE POSITION DESCRIPTIONS

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

Review the youth leadership roles in chapter six.

Post and club committees are ultimately responsible for:

- Maintaining an awareness of the participating organization's resources (manpower, equipment, training, etc.) and how they can support the Exploring unit
- Reviewing, supporting, and approving the unit's program plans
- Securing funding necessary to support the unit's activities

We strongly encourage you to register both female and male adults to serve in leadership positions, especially when you have a coed group of youth participants.

Positions noted with an asterisk (*) are mandatory.

Some posts or clubs, particularly those with a large membership or a unique program, may have a number

of adults serving as associate Advisors or Sponsors. Their responsibilities may include providing equipment and transportation, making parental contact, planning special activities and projects, or helping with the superactivity. A post or club may recruit as many associate Advisors or Sponsors as it needs to carry out program plans.

Posts and Clubs

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

Posts

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

Clubs

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

THE POSITION DESCRIPTIONS ON THE FOLLOWING PAGES ARE FORMATTED FOR EASE IN DUPLICATING. FEEL FREE TO SHARE.

EXPLORING™

DISCOVER YOUR FUTURE

POSITION DESCRIPTION: COMMITTEE

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

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

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

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

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

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

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

EXPLORING™

DISCOVER YOUR FUTURE

POSITION DESCRIPTION: EXECUTIVE OFFICER

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

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

POSITION DESCRIPTION: COMMITTEE CHAIR

One person is appointed by the executive officer to serve as the committee chair. The committee chair recruits at least two (required) committee members and at least one post Advisor.

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

EXPLORING™

DISCOVER YOUR FUTURE

POSITION DESCRIPTION: COMMITTEE MEMBER

The committee members are appointed by the committee chair to support the Exploring unit in various efforts including but not limited to fundraising, program development, securing resources and equipment, and marketing.

- Attends all committee meetings.
- Coordinates efforts as assigned by the committee chair.
- Must complete an adult application and submit to a criminal background check.
- Must be 21 years of age or older.
- Must complete Youth Protection training every two years.

EXPLORING™

DISCOVER YOUR FUTURE

POSITION DESCRIPTION: POST ADVISOR

One person is appointed by the executive officer or selected by the post committee to serve as its Advisor.

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

- Must complete Youth Protection training every two years.

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

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

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

EXPLORING™

DISCOVER YOUR FUTURE

POSITION DESCRIPTION: CLUB SPONSOR

One person is appointed by the executive officer or selected by the committee to serve as the club Sponsor.

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

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

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

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

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

POSITION DESCRIPTION: ASSOCIATE ADVISOR/SPONSOR FOR ADMINISTRATION

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

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

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

EXPLORING™

DISCOVER YOUR FUTURE

POSITION DESCRIPTION: ASSOCIATE ADVISOR/SPONSOR FOR PROGRAM

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

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

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

EXPLORING™

DISCOVER YOUR FUTURE

CONSULTANTS

- Provide expertise to the post's or club's program.
- Assist the post's or club's activity committees in planning activities.
- Register as an LFL presenter using the adult application.

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

Consultants may be members or employees of the participating organization, parents, or other adults in the community. They are recruited by the post or club committee. For example, if the post's or club's Explorer Activity Interest Survey indicates that a number of members would like to learn to play golf,

the post or club committee reviews the Career Opportunities Worksheets or contacts others with golfing expertise. It recruits someone to serve as a consultant for the golf activity.

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

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

11 EXPLORING LEADERSHIP SKILLS FOR UNIT LEADERS

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

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

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

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

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

2. Knowing and using the resources of the group

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

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

- Keep the post's or club's Career Opportunities Worksheet (see www.exploring.org) up to date, and use them for planning.
- Understand the purpose and resources of your participating organization.
- Survey the members' parents; include them in your Career Opportunities Worksheet database.

- Find out your post or club members' skills, interests, and resources.

3. Communicating

To improve your skills in getting information:

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

To improve your skills in giving information:

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

4. Planning

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

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

5. Controlling group performance

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

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

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

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

6. Evaluating

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

Getting the task done:

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

Keeping the group together:

- Were relationships between group members helped or hurt?
- Was participation equally distributed among group members?
- Did the group enjoy the activity?
- Did the group handle conflicts well?

7. Setting the example

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

8. Sharing leadership

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

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

9. Coaching

Coaching is important

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

Coaching can be effective when a person is

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

How do you coach?

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

10. Representing the group

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

The leader represents the post or club in two situations:

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

In some cases, the leader must represent the post’s or club’s decision exactly; in other cases, he or she must use independent judgment. You will need to solicit and

analyze members' views and attempt to represent those views within the guidelines of your post or club, your participating organization, and Exploring.

11. Effective teaching

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

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

The steps of effective teaching include:

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

HOW TO TEACH A SKILL

This section addresses two important issues:

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

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

TEACHING

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

- Get into the shoes of the learners so that you can better understand where they are and what they need from you to *learn* the subject under study.
- Develop learning experiences in which the learners are trying to do something with the insights or skills involved.
- Help learners realize what they have learned to increase their comfort and confidence in using an insight or skill in actual situations.

- Appreciate that learners do not have one set, definite way of demonstrating that they understand or know something. Each learner is an individual.

TEACHING A SKILL

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

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

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

TIME BALANCE IN TEACHING A SKILL

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

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

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

TIPS ON TEACHING A SKILL

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

- Be able to perform the skill well yourself.
- Review your own experience in learning it, and work out a series of steps for teaching it.
- Keep the instruction personal by working with an individual or small group and letting them teach others in this small group.
- Size up your audience's abilities and personality traits and consider how the abilities and personalities affect your teaching of the skill.
- If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
- Don't interfere when learners try to do it on their own. Don't interrupt their efforts unless they bog down or go off on the wrong track.
- Let the learners make mistakes if this will help them learn. Simply point out mistakes tactfully.
- Never make corrections sarcastically or for the benefit of onlookers.
- Encourage the learners by making remarks on their progress, pointing out the completion of each step, and remarking on the steps they have done well.
- Urge them to practice and to teach someone else.

HOW YOUR LOCAL COUNCIL SUPPORTS YOU

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

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

Councils can:

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

MANAGING THE BRAND

Let's set a course for success. Together we'll find the best path to maintaining the Exploring™ brand. For more than 65 years, Exploring has been a symbol of experience, career readiness, character, and leadership. Providing highly interactive career-based experiences that prepare the next generation of young people for the workforce. Riding along with a police officer. Competing in a mock trial. Injecting oranges with saline solution. Grooming a pet. Disassembling a motor. All can be disastrous without the proper instruction and tools. The Brand Identity Guide contains all the tools you need to craft messages that business leaders, parents, and youth will want to display for all to see.

From Charlotte to San Francisco, Explorers wear drastically different uniforms, if any at all. All the more reason to be aware of the visual language that can unite us all. This uniformity creates familiarity, and with it, admiration. In that same spirit, we present to the world a unified look and feel in our brand "uniform." If we follow these guidelines, parents of Explorers who pick up a flier or visit one of our websites will know they can trust it when they see its distinctive color palette. Explorers will know exactly which button to press when they want to share a photo with a fellow Explorer. Donors will see their money spent efficiently and without waste.

What do all of these Explorers in varying career fields do that is similar? For decades, business leaders have volunteered to show our young people what their careers are all about. They've given Explorers the opportunity to visit real places of business, see their office space, meet their employees, and experience their profession with real equipment, resources, and gear. They've talked to the youth about the necessary training and education required to pursue their careers. They've discussed the feasibility of their career being the right fit for each Explorer. For decades, these business leaders have helped youth **discover their future**.

For thousands of years we've charted our lands and used these charts to set course to new shores of discovery. We have implemented cues from the visual language of exploration to exemplify our mission to do the same for the youth we serve.

The best brand messages are also the simplest. Common purpose. Clear objectives. In just three words, the Exploring tagline communicates the integrity, commitment, and enthusiasm of the Exploring program: **Discover Your Future**.

Exploring Pillars: Strength of partnerships. Diversity of experiences. Leadership and life skills.

Exploring Promise: Come together. Bring businesses and community leaders together to help young people reach their full potential.

Exploring Value Proposition: Hands-on experiences. Exploring offers teens and young adults unique, hands-on experiences in an environment that develops leadership, character, and confidence through immersive and empowering moments that help define their full potential.

Exploring Mission: Deliver character-building experiences and mentorship that allow youth to achieve their full potential in both life and work.

Exploring Vision: Shape the workforce of tomorrow by engaging and mentoring today's young people in career and life-enhancing opportunities.

So, what are the brand identity guidelines?

They are a set of guidelines for the following components of the Exploring brand. When we all follow these guidelines, together we will have a positive impact on the future workforce.

- Logos
- Tagline
- Color
- Font
- Photography
- Graphic devices

The Exploring Brand Identity Guide is available at www.exploring.org. Click on the Marketing and Membership link in the Council Resources box.

SOCIAL MEDIA

Planning on promoting your program over social media channels? We recommend following the BSA social media guidelines. Check them out at scoutingwire.org/marketing-and-membership-hub/social-media.

Note: Youth protection online. This is a good time to remind you that the two-deep leadership rule in Exploring also applies to an online setting. Anytime you message an Explorer online, in an email, or in a text message, be sure to add a second adult leader to the message thread.

CHAPTER TWO: DEVELOPING A COMMUNITY OF YOUTH LEADERS

CONTENTS

REFLECTION: WHY DO WE REFLECT?, 28

LEADERSHIP REFLECTION, 30

ADVISOR/SPONSOR REFLECTION, 31

FACILITATING REFLECTIVE CHECKUPS, 31

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

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

These larger questions can be broken into four separate questions:

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

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

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

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

- To participate as citizens, as responsible members of society
- To gain experience in decision-making
- To interact with peers and acquire a sense of belonging
- To reflect on self in relation to others and to discover self by looking outward as well as inward

- To discuss conflicting values and formulate their own value systems
- To experiment with their own identities, with relationships to other people, with ideas; to try out various roles without having to commit themselves irrevocably
- To develop a feeling of accountability in the context of relationships among equals
- To cultivate the capacity to enjoy life

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

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

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

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

3. What do we mean by leadership?

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

Remember the vision of Exploring? “It is the vision of Exploring to provide positive and meaningful real-

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

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

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

4. How do we develop leadership?

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

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

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

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

Learning Through Experience

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

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

REFLECTION: WHY DO WE REFLECT?

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

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

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

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

Reflection provides opportunities to develop skills in thinking about and making moral and ethical judgments. Because the topic of a reflection often is the relationship between group members, moral issues

frequently arise. Explorers must learn to think about the ethical implications of their own behavior, and their responsibility to others.

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

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

HOW DO WE REFLECT?

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

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

There are three simple steps involved in reflection:

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

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

Third, ask questions that involve setting goals. Ask: "What skills did we use today that we should continue to use?" or "Is there anything we did that we should stop doing?"

A Safe Environment

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

To alert you to these possibilities, Learning for Life has developed a Youth Protection program. Youth Protection training can be accessed through www.exploring.org.

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

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

WHAT'S IN IT FOR YOUTH?

What	How	Resources
Leadership development and goal-setting decisions	Elect youth officers; youth involved in program decisions	Officers Seminar, chapter six <ul style="list-style-type: none"> • Youth section of <i>Exploring Guidebook</i> • Youth activity chairs • Leadership Development Guidebook, No. 32148
Ethical decision-making	Ethics forums	Exploring Activity Library
Conflict resolution	Interaction with professional adults	Conflict Resolution Part 1 Conflict Resolution Part 2
Drug abuse prevention		Drug Prevention 4 Teens
Social skills development	Regular post or club meetings	<i>Exploring Guidebook</i> , chapter three
Positive, safe place	Youth involved in programs, decisions	<i>Exploring Guidebook</i> , chapter five
Career training	Interactive activities Regional/national competitions Program planning	<i>Exploring Guidebook</i> All-in-One Program Planning Meeting, chapter three Exploring Activity Library
Recognitions	Scholarships Leadership awards Career Achievement Award	www.exploring.org <i>Exploring Guidebook</i> , chapter four

LEADERSHIP REFLECTION

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

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

ADVISOR/SPONSOR REFLECTION

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

1. How do you feel your post or club is doing? What are its strengths and weaknesses?
2. Assess each of the four goals of Exploring and rate how you think your post or club is doing with regard to each goal. Analyze your findings to determine why you are or are not succeeding.
 - Goal 1: Gain practical experience in the career or special interest of the post or club.
 - Goal 2: Engage in a program of activities centered on the five emphasis areas to encourage an understanding of and the development of the whole person.
 - Goal 3: Experience positive leadership from adult and youth leaders and be given opportunities whenever possible to take on leadership roles.
 - Goal 4: Have a chance to learn and grow in a supportive, caring, and fun environment.
3. What kind of assistance do you need as an Advisor/Sponsor or associate Advisor/Sponsor? Who could provide this kind of assistance?
4. As Advisors/Sponsors, you want to help your officers become leaders. How do you feel about their growth as leaders in the past three months? Where do they demonstrate more effective leadership, and where do they need to grow as leaders?
5. One of the Advisor's/Sponsor's most challenging tasks is delegating responsibility—knowing when to maintain primary responsibility and when to let go. Think about any experiences you have had in the past three months when you struggled with this challenge, and discuss these experiences as a group. Determine what you think should be the specific goals this Advisor/Sponsor group should work toward in the next three months in your discussion. Strive for a consensus on what these goals should be.

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

FACILITATING REFLECTIVE CHECKUPS

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

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

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

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

—John Adair

CHAPTER THREE: GETTING YOUR PROGRAM UP AND RUNNING

CONTENTS

THE FOUR PHASES OF STARTING AN EXPLORING PROGRAM, 33

PHASE 1: RESEARCH, 36

PHASE 2: LEADERSHIP, 37

PHASE 3: PROGRAM, 40

PHASE 4: PARTICIPATION, 44

TRANSITIONING YOUR PROGRAM TO YOUTH LEADERS, 49

FUNDING YOUR ANNUAL PROGRAM, 53

REGISTERING AND RENEWING YOUR UNIT EACH YEAR, 54

THE FOUR PHASES OF STARTING AN EXPLORING PROGRAM

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

Phase One: Research

Phase Two: Leadership

Phase Three: Program

Phase Four: Participation

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

Tip: Refer to the Exploring Leader Online Training modules available through www.exploring.org for additional support.

First let's address the methods of Exploring. To achieve the mission and purpose of Learning for Life, the Exploring program is designed to meet the developmental needs of young adults by bringing them into voluntary association with responsible and professional adults. Exploring is a sharing experience in which responsible adults provide an environment

where the developmental needs of youth are met. Post or club program design, planning, and implementation are critical. Youth participation is just as important.

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

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

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

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

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

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

HOW TO MAKE THESE METHODS WORK IN YOUR POST OR CLUB

First, let's define an Exploring program.

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

PHASE 1 RESEARCH	PHASE 2 LEADERSHIP	PHASE 3 PROGRAM	PHASE 4 PARTICIPATION
<p>What are local youth interested in?</p> <ul style="list-style-type: none"> · Career surveys/counselor data · Focus on top 25 student interests 	<p>Key Decision Maker</p> <ul style="list-style-type: none"> · Get organization commitment · Identify 4-8 adults for leadership · Start registration paperwork · Set 2 dates: program planning meeting & open house 	<p>Program Planning Meeting</p> <ul style="list-style-type: none"> · Complete leader trainings online · Brainstorm hands-on activities for program calendar and open house · Develop initial 3- to 4-month calendar. Twice monthly example: 	<p>Promote Open House</p> <ul style="list-style-type: none"> · Personal letters and phone calls · Digital marquees · Social media · Council, participating org and school websites/ calendars · School daily announcements · Posters/fliers in high-traffic areas · Career/college fair booths · Organization employees email their own contacts
<p>How many surveys do I need?</p> <ul style="list-style-type: none"> · Membership goal X 20 = # surveys needed · 10% of those invited will join 	<p>Leader Training</p> <ul style="list-style-type: none"> · Fully trained after completion of both Youth Protection training and Exploring Leader training modules required for each position · Training should be completed online at exploring.org 	<p>1st - Open House</p> <p>2nd - Hands-on activity</p> <p>3rd - Youth Officer Elections</p> <p>4th - Hands-on activity</p> <p>5th - Hands-on activity</p> <p>6th - Hands-on activity</p> <p>7th - TBD by Explorers</p>	
<p>Career Interest Surveys</p> <ul style="list-style-type: none"> · Pitch the program, not the survey · Surveys are only a tool to connect youth to the program · Talk to counselor first; they can connect you with decision maker 	<p>Why more adults?</p> <ul style="list-style-type: none"> · Research shows posts and clubs that begin with 6 - 8 active and trained leaders have much longer tenure and more youth involvement · More leaders = more resources = stronger program = more youth · Share the responsibilities with all committee members 	<p>Develop bylaws and SOP's</p> <p>Prepare new post/club committee members by delegating simple open house preparation tasks at the program planning meeting:</p> <ul style="list-style-type: none"> - Mail invitation letters - Make personal phone calls - Get snacks - Secure gear for activities - Print post/club calendar 	<p>STRUCTURED ASK TO JOIN</p> <p>Youth-Led Program</p> <ul style="list-style-type: none"> · Youth officer elections at third post/club meeting · Schedule officer seminar · Refer to Chapter 3 of the Exploring Guidebook for Adult/Youth Leaders · Youth officer titles should reflect organization's employee titles · Youth officers should maintain the program calendar · Match officers with adult leaders · Officers pick activities and activity chairs based on feedback from all members
<p>Finding the Businesses</p> <ul style="list-style-type: none"> · Every county has law enforcement, fire/EMS, law and government, and health care · Research current volunteers and parents' employers to help you get your foot in the door · Approach CEO, study objections 	<p>Post/Club Committee</p> <ul style="list-style-type: none"> · Minimum of 4 adults required to register a post (committee chair, Advisor, and 2 committee members) · Minimum of 2 adults required to register a club (Sponsor and associate Sponsor) 	<p>FOCUS ON 5 PROGRAM AREAS Career experiences, Leadership, Character, Citizenship & Life Skills</p>	<p>HANDS-ON ACTIVITIES!</p> <p>Year-Round Youth Recruitment</p> <ul style="list-style-type: none"> · Conduct open house from Labor Day to Thanksgiving, or in February · Collect career interest data annually
<p>Cultivation Event</p> <ul style="list-style-type: none"> · Large group sales · Scripts/templates on LFL Info site · Well-respected chairperson 	<p>District Exploring Committee</p> <ul style="list-style-type: none"> · Committee structure: program, fundraising, marketing, and service · Online training at www.exploring.org 		

Phase 1: Research

Key Notes

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

Related Online Training Modules

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

Exploring Representative's Role

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

Your Role

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

Did You Know?

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

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

The survey serves as a tool to connect the young person with a respective youth program that matches his or her interest. So, the more career survey data you have, the more students you will be able to invite to join your unit.

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

Phase 2: Leadership

Key Notes

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

Related Online Training Modules

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

Exploring Representative's Role

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

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

Your Role

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

Did You Know?

You are serving on a unit-level committee. But did you know there may also be district- and council-level Exploring committees that exist to support you and your unit.? Here's a quick breakdown:

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

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

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

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

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

Phase 2: Leadership

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

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

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

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

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

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



EXPLORING POSITION TRAINED REQUIREMENTS

ADVISOR & ASSOCIATE ADVISOR

BEFORE 1ST MEETING

SCO_314	OPEN HOUSE FOR EXPLORING	10:44
SCO_305	PARTS OF A MEETING FOR EXPLORING	4:20
SCO_309	SAFETY TIPS FOR EXPLORING	13:29
SCO_301	STRUCTURE OF AN EXPLORING PROGRAM	11:56
SCO_302	WHAT IS EXPLORING?	10:03
SCO_316	ACTIVITY PLANNING FOR EXPLORING	9:26
SCO_311	ANNUAL PROGRAM PLANNING FOR EXPLORING	11:01
		TOTAL TIME: 1 HOUR 11 MIN

FIRST 30 DAYS

SCO_310	DEVELOPING SOPs & BYLAWS FOR EXPLORING	5:20
SCO_313	YOUTH OFFICER ELECTIONS FOR EXPLORING	7:36
SCO_312	YOUTH-LED PROGRAMS FOR EXPLORING	9:36
		TOTAL TIME: 23 MIN

POSITION TRAINED

SCO_317	CONDUCTING AN OFFICER SEMINAR FOR EXPLORING	5:55
SCO_307	METHODS OF EXPLORING	9:06
		TOTAL TIME: 15 MIN

POST/CLUB COMMITTEE CHAIR & COMMITTEE MEMBER

BEFORE 1ST MEETING

SCO_308	REGISTERING & RENEWING FOR EXPLORING	7:51
SCO_309	SAFETY TIPS FOR EXPLORING	13:29
SCO_314	OPEN HOUSE FOR EXPLORING	10:44
SCO_311	ANNUAL PROGRAM PLANNING FOR EXPLORING	11:01
SCO_303	BENEFITS OF EXPLORING	9:21
		TOTAL TIME: 53 MIN

FIRST 30 DAYS

SCO_310	DEVELOPING SOPs & BYLAWS FOR EXPLORING	5:20
SCO_306	MARKETING YOUR EXPLORING PROGRAM	13:50
SCO_312	YOUTH-LED PROGRAMS FOR EXPLORING	9:36
SCO_316	ACTIVITY PLANNING FOR EXPLORING	9:26
		TOTAL TIME: 39 MIN

POSITION TRAINED

SCO_315	PROGRAM FUNDRAISING FOR EXPLORING	5:13
SCO_307	METHODS OF EXPLORING	9:06
		TOTAL TIME: 15 MIN

SERVICE TEAM MEMBER

BEFORE 1ST MEETING

SCO_301	STRUCTURE OF AN EXPLORING PROGRAM	11:56
SCO_302	WHAT IS EXPLORING?	10:03
SCO_303	BENEFITS OF EXPLORING	9:21
SCO_305	PARTS OF A MEETING FOR EXPLORING	4:20
SCO_318	SERVICE TEAM ORIENTATION FOR EXPLORING	10:48
		TOTAL TIME: 47 MIN

FIRST 30 DAYS

SCO_308	REGISTERING & RENEWING FOR EXPLORING	7:51
SCO_309	SAFETY TIPS FOR EXPLORING	13:29
SCO_311	ANNUAL PROGRAM PLANNING FOR EXPLORING	11:01
SCO_314	OPEN HOUSE FOR EXPLORING	10:44
		TOTAL TIME: 44 MIN

POSITION TRAINED

SCO_307	METHODS OF EXPLORING	9:06
SCO_310	DEVELOPING SOPs & BYLAWS FOR EXPLORING	5:20
SCO_306	MARKETING YOUR EXPLORING PROGRAM	13:50
SCO_315	PROGRAM FUNDRAISING FOR EXPLORING	5:13
		TOTAL TIME: 34 MIN

Phase 3: Program

Key Notes

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

Related Online Training Modules

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

Exploring Representative's Role

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

Your Role

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

Did You Know?

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

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

FIVE PROGRAM EMPHASES

1. Career Opportunities
 - Developing potential contacts that may broaden employment options
 - Boosting self-confidence and experiencing success at school and work
2. Leadership Experience
 - Developing leadership skills to fulfill one's responsibilities in society
 - Providing exposure to different leadership traits
3. Life Skills
 - Developing physical and mental fitness
 - Experiencing positive social interaction
4. Citizenship
 - Encouraging the skill and desire to help others
 - Gaining a keen respect for the basic rights of others
5. Character Education
 - Helping make ethical choices
 - Fulfilling one's responsibility to society as a whole

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

Phase 3: Program

Tip: Find ready-to-teach career-specific and life skill activities in the Exploring Activity Library online at www.exploring.org.

HOW ARE THE FIVE AREAS OF EMPHASIS USED IN THE PROGRAM PLANNING PROCESS?

Career Opportunities

The opportunity for young adults to interact with business leaders is an important feature of the Exploring program. The use of consultants within the participating organization is a good way to expand this aspect of the post or club program. Giving youth an opportunity to visit and try out careers will provide invaluable information that can help them in choosing their careers.

Leadership Experience

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

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

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

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

The Advisor’s/Sponsor’s role is to ensure that power and responsibility are shared by all participants of the

post or club. Post or club participants should be committed to one another’s success and needs, as well as the goals of the post or club. For this to happen, all participants must have input and influence on group decisions and some control over group resources such as money or supplies.

Life Skills

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

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

Citizenship

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

Character Education

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

Phase 3: Program

ALL-IN-ONE PROGRAM PLANNING MEETING

The All-in-One Program Planning meeting is a convenient way to get a lot of planning done in a short amount of time. Most Exploring volunteers also have a job that requires their attention, so the more people who attend this meeting, the lighter the obligation each person will have. However, no matter how light the obligation, each person's contribution plays an important role in the success of the program. We like to think there are two sides to the success of an Exploring program: 1) excited and engaged youth members and 2) supportive staff from the participating organizations who reap the reward of committing resources and time to their Exploring program when they are able to hire an Explorer as an employee. Refer to the All-in-One Program Planning meeting agenda on page 43.

Who Should Attend?

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

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

Who Leads This Meeting?

Your local Exploring representative will lead this meeting with you and the rest of the members of your post or club committee. The representative might be an employee of the local council or a district- or council-level Exploring volunteer.

Typically, the program planning meeting is held when a business or organization is getting its Exploring program up and running for the first time. However, if your program is starting to fall behind or lack in any area, give your Exploring representative a call to request another program planning meeting in an effort to jump-start your program.

All-in-One Program Planning Meeting

This meeting is led by the Exploring Executive and/or Committee member and is scheduled for 1 of 2 reasons:
1) to get a NEW Post up and running, or 2) to re-start a lagging unit.
Allow 2-3 hours for this meeting and be sure ALL Unit Committee members (past and potential) are present.

Agenda Item	Form / Resource	Time	Notes
Welcome & Introductions	Allow everyone to introduce themselves.	5 min	Ask for volunteer to take notes.
Complete forms with signatures AND position codes	MOU New Post/Club Application Adult Applications Form 28-573 (background exemption) Training log for registrar	10 min	Pre-fill forms as much as you can to save time!
TRAINING: Go to www.exploring.org YPT for Exploring Exploring Leader Training	internet access, computer, projector, screen, training DVD (or online)	45 min	Ask for questions after each training session.
Review program planning resources	At www.exploring.org - Activity Library & Career Achievement Award	10 min	Make enough copies or show on screen
ACTIVITY BRAINSTORM: 1. Why did you choose this career for yourself? 2. What kinds of hands-on activities can you lead with the resources in your company?	marker board or flip chart, markers	15-20 min	Write ALL ideas down! List at least 20 activities.
From the list of activities select the best 3-5 to be facilitated at the Open House	Refer to Ch. 3 in the Exploring Guidebook for Adult and Youth Leaders	5 min	Conduct short versions of these activities Round Robin style at the Open House!
Calendarize the best activities from the brainstorm list	Blank sample calendars	15 min	Select activities from the activity brainstorm
Delegate open house action items to all attendees, Assign unit Committee positions	In the Exploring Guidebook, see committee position descriptions (Ch. 1) and Phase 4 - Participation (Ch. 3)	15 min	Keep a record of who is responsible for which open house action item.
Closing	<i>Remind the group that they've created a solid plan that will make a positive impact and prepare youth for their future as well as ours. The hard part is over, just follow the plan! Offer your support and contact info (or that of the Service Team) to the Committee Members.</i>		

Phase 4: Participation

Key Notes

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

Related Online Training Modules

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

Exploring Representative's Role

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

Your Role

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

Did You Know?

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

THE OPEN HOUSE

FIRST STEPS

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

PROMOTE YOUR OPEN HOUSE

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

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

Phase 4: Participation

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

Personal Invitation Letters

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

Effective letters of invitation:

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

- Mention that the Explorer's presence is valuable in relating with other young adults with their same career interest.

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

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

CONDUCT THE OPEN HOUSE

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

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

Phase 4: Participation

Paperwork and Fees

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

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

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

Collect sufficient funds from each new Explorer and adult. The national registration fee is \$24 annually. If a post also has dues or additional participation fees, those are collected separately from the registration fee. A parent writing a check must write two separate checks: one made out to the local council for the national registration fee, and the other made out to the participating organization.

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

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

Follow-up Letters

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

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

Evaluation

Gather the committee to address these questions:

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

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

Inform the Head of the Participating Organization

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

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

Year-Round Youth Recruitment

Unless your organization dictates otherwise, you can register youth year-round. While an annual open house is an efficient way to manage youth membership in your Exploring unit, take advantage of other youth recruitment opportunities throughout the year. For example:

Phase 4: Participation

- Staff a booth at a community fair or festival.
- Hand out information at the school's club fair at the beginning of the school year.
- Participate in career day events at local colleges.
- Charge one of your youth officers with coordinating year-round youth recruitment efforts.

ELECTION OF YOUTH OFFICERS

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

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

Administrative vice president—Responsible for membership and recognition.

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

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

Treasurer—Maintains dues and post or club treasury.

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

Temporary Selection of Officers

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

Whether you opt for a temporary or permanent election of officers is up to your post or club. The election process is fluid and depends on the makeup of the members in your post or club. For example,

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

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

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

Permanent Election of Officers

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

1. As the Advisor or Sponsor, you inform your post or club members about the responsibilities of each office, stressing the need for commitment and attendance at all meetings.
2. The current or temporary youth president explains the election procedures and date of election, and appoints a nominating committee of three or more

Phase 4: Participation

post or club members who will interview prospects and prepare a slate of nominees. Post or club members interested in running for office are encouraged to contact the committee. An associate Advisor or Sponsor should be involved with the nominating committee to lend advice and support.

A nominating committee is important because it takes the time needed to ensure that nominees are able and willing to serve. Nominees should understand and commit to the responsibilities and the time involved.

3. The nominating committee interviews those post or club members with an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Explorers.
4. Specific procedures must be followed on election day. These procedures include:
 - The president asks for the nominating report.
 - Post or club members are invited to make any additional nominations. If the nominations of these individuals are seconded, and if the nominees agree to serve, they are placed on the ballot.
 - Nominations are closed by a majority vote. Each nominee may give a brief talk on his or her qualifications, goals, and desire to serve. Members should be able to ask questions.
 - The president requests a motion to approve the report of the nominating committee, thereby electing those nominated to office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
 - The newly elected officers are congratulated, and an installation ceremony is planned.

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

TRANSITIONING YOUR PROGRAM TO YOUTH LEADERS

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

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

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

Training No. 1: The Post or Club Officers Briefing

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

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

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

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

Training No. 2: Youth Officers Seminar

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

Youth Officers Seminar

Objectives

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

Timing

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

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

Location

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

Preparation

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

Materials

Collect the following information:

- Calendar of known events that could present program conflict and religious, school, community, and Exploring events, entered on large monthly calendar pages
- Current Career Opportunities Worksheet summarized by the associate Advisor/Sponsor for program (see www.exploring.org)
- Organizational chart of your post's or club's organization
- For the Youth Leader chapter of this *Exploring Guidebook*—one for each officer who does not already have one
- Explorer treasurer's records for the treasurer—reproduce the treasurer's record sheets found in the appendix
- Explorer secretary's records for the secretary—reproduce the secretary's records found in the appendix
- Program calendar for the current year if available; if not, develop a tentative program calendar that includes unit meeting dates and activity ideas
- Paper and pencils for each officer
- Flip-chart pad OR marker board and markers
- Copies of your post or club bylaws if these have been developed
- Refreshments

Managing the Seminar

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

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

Youth Officers Seminar Agenda

- I. **Welcome.** The Advisor/Sponsor and post or club president opens the seminar.
 - Explain the purpose and objectives of the seminar.
 - Describe the manner in which the objectives will be pursued throughout the seminar: group participation, discussion, reflection, and cooperative decision-making.
 - Review the agenda with the officers.
 - Be sure each officer has a copy of the "For the Youth Leader" chapter of the *Exploring Guidebook*.
- II. **Duties.** Review and discuss officer and Advisor/Sponsor responsibilities and roles.
 - Encourage each person to tell the group why he or she joined the post or club, what he or she hopes the unit will accomplish in the next year, and one goal he or she has for the way post or club members work together.
 - Using the position descriptions in the "For the Youth Leader" chapter, each officer describes what he or she does.
 - Using the position descriptions in chapter one, the Advisor/Sponsor and each associate Advisor/Sponsor describe what he or she does.
 - The Advisor/Sponsor explains the role of the post or club committee.
 - The president explains what activity chairs and activity committees do.

III. Leadership.

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

Each skill presentation should take no more than five minutes.

IV. Scheduling.

- Plan the year’s post or club program.
- Review the introduction and the “Planning Your Post’s or Club’s Program” section in the “For the Youth Leader” chapter of this guidebook. Follow those steps, summarized here, in planning your year’s program.
- Gather information about the activities that have been suggested from the Career Opportunities Worksheet and the Explorer Activity Interest Survey, and acquaint everybody with its content. The superactivity can be planned at the same time, or you can go through this process separately for that activity.
- Brainstorm for more ideas without any judgment about which are better. Put out the monthly calendars, writing in the dates of events that would conflict with program activities.
- Evaluate each idea on the basis of whether it: (1) fits the post or club mission; (2) provides balance to the program, based on the five emphasis areas; (3) addresses the needs and interests of post or club members; and (4) is an activity that is possible.

- Choose which activities you would like to schedule. Pencil them in on your calendar. Review the goals of Exploring (in chapter one of this guidebook and in section one of the “For the Youth Leader” chapter of this guidebook) and the qualities of a good program. Evaluate whether your program will have these qualities. Decide what fundraising activities might be necessary, using the same process.

V. Activities.

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

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

VI. Program meetings. Develop a program meeting agenda.

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

VII. Review the post's or club's bylaws.

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

VIII. Closing

- Ask group members to consider the activities they have participated in during this seminar. Then ask them to think back to the leadership skills that were discussed earlier in the day. Now that they have had a chance to experience what it means to lead an Exploring program, ask them how these skills will be important to them in the year ahead.
- Lead a reflection based on the goals the group members set for themselves earlier in the day. Ask the group: "Did we live up to the goals we set? Why or why not? What should we keep on

doing? What should we change about the way we work together?"

- Congratulate the group on a job well done, and review the responsibilities in the activities they have planned. Consider having each officer write a contract of the responsibilities to which he or she has committed. Remind the group that, as soon as possible, their newly planned program should be printed and distributed to all unit members, the post or club committee, and parents.
- Emphasize new skills, new ideas, new experiences, and new challenges.

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

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

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

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

Remember the qualities of a good Exploring program:

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

FUNDING YOUR ANNUAL PROGRAM

What is the unit budget plan? It is implementing the elements of a complete annual Exploring program for youth, committing as a unit to incorporate these elements, and then providing adequate funding for them. Even more, it is committing to implementing the plan with the entire post or club—Explorers, leaders, and families—by raising enough dollars to fund the program. The result is a well-managed, well-financed program.

The steps to planning your unit’s annual budget are:

1. Plan the unit’s complete annual program.
2. Develop a budget that includes enough income to achieve the program.
3. Identify all sources of income (program fees and any post or club activities), and then determine the amount of product sale and the sales goal per youth participant that will be needed to reach the income goal.
4. Gain commitments from parents, leaders, all Explorers, and possibly the participating organization.

Leaders who desire a meaningful, exciting, and comprehensive youth program that achieves the objectives of Exploring and of the participating organization will find this budget planning format rather fruitful.

Basic Expenses

Registration Fees. When a youth joins, the unit normally asks him or her to pay the full \$24 national registration fee, regardless of the number of months remaining in the unit’s registration year. The unit sends to the council the prorated amount for those remaining months.

Note that fees are fixed on a monthly basis:

1 month	\$2.00	2 months	\$4.00
3 months	\$6.00	4 months	\$8.00
5 months	\$10.00	6 months	\$12.00
7 months	\$14.00	8 months	\$16.00
9 months	\$18.00	10 months	\$20.00
11 months	\$22.00	12 months	\$24.00

The balance of the youth’s fee is kept in the unit treasury to supplement his or her dues in paying the next full year’s fee. This procedure ensures prompt registration at renewal time each year.

Unit Liability Insurance Fee. Units are required to pay an annual unit liability insurance fee of \$40. This fee is submitted with the unit’s annual Memorandum of Understanding and helps to defray the expenses for its general liability insurance.

Unit Accident Insurance. Protecting leaders and parents from financial hardship due to high medical bills from an unfortunate accident is a must for all involved in Exploring. Specific details on insurance programs are available from the local council.

Awards and Recognition. Every Explorer should earn recognitions during their time in the Explorer post or club. A Career Achievement Award is available for each Exploring career field. Some career fields offer additional recognition opportunities. Recognition items are available through your local Exploring office.

Activities. Well-conceived and well-planned activities are critical to a successful annual program plan. Traditionally, such activities as field trips, competitions, and district or council activities are financed by the youth and his or her family over and above program fees. It is suggested that the complete cost of these outings be built into the unit’s budget. Local council opportunities abound for Explorers and their families to have exciting, program-rich summer experiences.

Program Materials. Each unit needs to provide certain program materials, gear, and equipment. Depending on the type of unit program, these could include safety gear, tools, consumable materials, reusable supplies, unit flag, and training videos and books. (Note: Units may not hold title to property. Only participating organizations or the local council legally can own property.)

Training Expenses. Trained leaders are key to delivering a quality and safe program. Adult and youth leader training should be considered an integral annual unit expense.

Uniforms. Traditionally, the individual pays for the uniform, if applicable. We suggest that these expenses become part of the total cost of Exploring.

Reserve Fund. The reserve fund might be established by a gift or loan from the participating organization, by participants of the committee, or by a unit money-earning project. The reserve fund should be intended for unexpected expenses. A new participant's initial expenses may be met from the fund.

Other Expenses. These could include meeting refreshments and contingency funds.

Sources of Income

One fundraiser per year, such as selling discount cards (i.e., "Career Cards"), will help prevent having to ask families for extra money every week. It is better to calculate the total cost for the complete year up front. Ideally, all income would come from individual program fees and at least one fundraising program during the program year each fall.

Some important points:

Paying your own way is a fundamental principle of the Exploring program. It is one of the reasons why no solicitations (requests for contributions from individuals or the community) are permitted by Explorer posts and clubs. Young people in Exploring are taught early on that if they want something in life, they need to earn it. The finance plan of any post or club should include participation by an Explorer in a regular program fees plan.

An annual unit participation fee, too often completely contributed by parents, does little to teach a youth responsibility. The unit's entire budget must be provided for by the families, either through fundraising or other means such as program fees.

Except for council-sponsored product sales, all other money-earning projects require the submission of the Money-Earning Application (found in the Forms box at www.exploring.org) to the local council. To ensure conformity with all Exploring standards on money earning, leaders should be familiar with the guides listed on the back of the application.

Other Helps

Additional information concerning unit budget plans, the treasurer's responsibility, and records can be found in the appendix.

The Post/Club Operating Budget Worksheet

To develop the unit budget, complete the worksheet (found in the Forms box at www.exploring.org) with the unit leader and committee at the annual program planning conference, and then share it with the Explorers' parents. Be sure to keep parents involved and informed. The unit's program calendar and budget information need to be communicated regularly to families, especially at the start of the program year. By sharing the program plans and budgetary needs, you can help newly recruited Explorers and their parents gain a greater understanding of just what fun is waiting for them during the unit's entire program year.

REGISTERING AND RENEWING YOUR UNIT EACH YEAR

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

Your local Exploring representative will help you through the process. Refer to the adult and youth applications for complete lists of eligibility requirements. Meanwhile, here are the basics:

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

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

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

Required registration paperwork:

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

FISCAL POLICIES AND PROCEDURES FOR LEARNING FOR LIFE & EXPLORING

FREQUENTLY ASKED QUESTIONS

Should our Post/Club have a checking account?

Yes. Program funds should be deposited in a checking account that requires two signatures on every check unless the participating organization requires other procedures.

Does a Post/Club need its own tax identification number? If so, where do we get it?

The answer depends on the participating organization. Most programs obtain their own tax ID number by completing IRS Form SS-4. The current form and instructions are available on the IRS website (www.irs.gov). The participating organization should be the “responsible party.” Contact your participating organization for written permission. Contact your local office for more information.

Who is responsible for the finances of the program?

The program committee is responsible for the finances of the group/post/club, but the assets belong to the participating organization.

Should our program consider insuring our program equipment?

Yes. It is suggested that your program insure its equipment. Remember, the participating organization owns the assets.

Can our program deposit funds with the local office?

Yes. Most Learning for Life offices allow programs to deposit funds to their credit at the local office.

What happens to the program funds and equipment should the program dissolve?

The program committee shall apply program funds and property to the payment of program obligations and shall turn over the surplus, if any, to the participating organization or the local office, as may be agreed upon, pending reorganization of the program or for the promotion of the Learning for Life program.

When should our program submit a LFL Program Money-Earning Application?

For all program fundraising. Approval must be given in advance by the participating organization and the local office.

Is our program considered tax-exempt by the IRS?

Participating organizations vary widely in tax status, but the tax status of your program is the same as that of your participating organization if the participating organization includes the LFL program in its tax status.

Does our program need to file annually an electronic postcard 990-N with the IRS?

The LFL national service center consulted with outside counsel. In their opinion, most programs do not have to file. The only exception is for the very small number of programs that have filed for separate federal tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Can our program be covered under the LFL’s group exemption?

No. The IRS only allows local offices (and service center trust funds) to be included under the LFL Group exemption.

Can our program be exempt from state sales taxes?

Your program may qualify for a number of state sales tax exemptions as a nonprofit organization under your state laws. Check with your own state; this varies widely across the country.

A volunteer suggested that our program apply for its own tax-exempt status. Can we?

LFL programs should not incorporate or apply for their own tax-exempt status. LFL programs are not legal entities.

Can we solicit gifts for our program?

No. Simply put, LFL programs are not permitted to solicit any gifts.

Does that mean people can't make gifts to our program?

Anyone can contribute to an Exploring Post/Club—and many donors don't need or care about charitable deductions.

Can gifts go to the local office to benefit our program, then "pass through" the council to us?

No. Your program "belongs" to your participating organization, not to your local office.

My local company has employee volunteerism grants. Can these gifts go to our program?

Employee incentive awards and volunteerism grants usually can NOT go to An individual program, due to the company's giving restrictions. Corporate donations often can only go to charities that are "501(c)(3)."

Can my LFL program credit amounts from fundraising to an individual toward their expenses?

See the Product Sales Guide for more information.

Questions? Need more information? Please contact your local office.
Thank you for all you do for Learning for Life and the young people
in your community.

CHAPTER FOUR: AWARDS AND RECOGNITIONS

CONTENTS

- CAREER ACHIEVEMENT AWARD, 59**
- CONGRESSIONAL AWARD, 60**
- JOURNEY TO EXCELLENCE, 60**
- LEADERSHIP AWARD PROGRAM, 60**
- LIFESAVING AWARD, 61**
- MERITORIOUS ACTION AWARD, 61**
- LEARNING FOR LIFE FOUNDATION SOCIETY AWARD, 61**
- PRESIDENT'S VOLUNTEER SERVICE AWARD, 62**
- LAW ENFORCEMENT EXPLORING SPECIAL RECOGNITION AWARDS, 62**
- PROFICIENCY AWARDS FOR LAW ENFORCEMENT AND FIRE EXPLORING PROGRAMS, 62**
- WILLIAM H. SPURGEON AWARD, 65**

As you either read earlier in this guidebook or heard in the Methods of Exploring online leader training module, recognition of achievement is one of the methods of the

Exploring program. A clear expectation of good behavior causes young adults to rise to and exceed our expectations. You'll also find that you and your youth officers can translate many of the award requirements into program activities facilitated at regular unit meetings.

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

You can find all of the award applications for the following recognitions on the Exploring website at www.exploring.org.

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

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

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

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

CAREER ACHIEVEMENT AWARD

Recipients: Youth

Recognition:

Certificate, No. 32194, and uniform bar, No. 622122



BACKGROUND

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

PURPOSE

The purpose of the Career Achievement Award program is to:

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

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

REQUIREMENTS

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

Download the full set of requirements from www.exploring.org.

CONGRESSIONAL AWARD

Recipients: Youth

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



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

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

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

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

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

The Congressional Award program is about challenge. The award offers young people the opportunity to set a personal goal and achieve it. Along the way, they will learn about themselves and about qualities like responsibility, trust, and the ability to plan and organize. There are six levels of awards—Bronze, Silver, and Gold certificates and Bronze, Silver, and Gold medals. Each

level is cumulative, meaning time spent on one award is carried with you to the next level. The minimum age to register is 13½ and goals must be accomplished by the 24th birthday.

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

JOURNEY TO EXCELLENCE

Recipients: Participating organizations

Recognitions: Certificate, lapel pin, plaque, ribbon



Journey to Excellence is Learning for Life's program performance recognition system designed to encourage and reward success and measure the performance of Exploring units. It is meant to encourage excellence in providing a quality program at all levels of the BSA and Learning for Life. Both posts and clubs can earn bronze, silver, or gold JTE recognition. Certificates are free to units and councils and can be ordered by emailing exploring@lflmail.org. All other recognition items should be ordered using the order form available at www.scouting.org/jte.

LEADERSHIP AWARD PROGRAM

Recipients: Youth, adults

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



PURPOSE

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

QUALIFICATIONS

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

COUNCIL/DISTRICT SELECTION PROCEDURE

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

- Submitting a letter with the application noting the council/district plan and deadline date for receiving all nominations from all Explorer posts and high school groups.
- Reviewing all post and group nominations and selecting the recipients for the council/district.
- Designing a local ceremony for presentation.
- Through proper public relations, focusing attention on the winner or winners and their accomplishments.

LIFESAVING AWARD

Recipients: Youth, adults

Recognition: Honor plaque

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

exceptional cases to a youth or adult participant who has demonstrated unusual heroism and extraordinary skill or resourcefulness in saving or attempting to save life at considerable or extreme risk to self.

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

MERITORIOUS ACTION AWARD

Recipients: Youth, adults

Recognition: National Certificate of Merit

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

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

LEARNING FOR LIFE FOUNDATION SOCIETY AWARD

Recipients: Individuals, participating organizations

Recognition: Certificate and lapel pin



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

PRESIDENT'S VOLUNTEER SERVICE AWARD

Recipients: Individual, family, or group

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



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

BACKGROUND

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

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

AWARD CRITERIA

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

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

LAW ENFORCEMENT EXPLORING SPECIAL RECOGNITION AWARDS

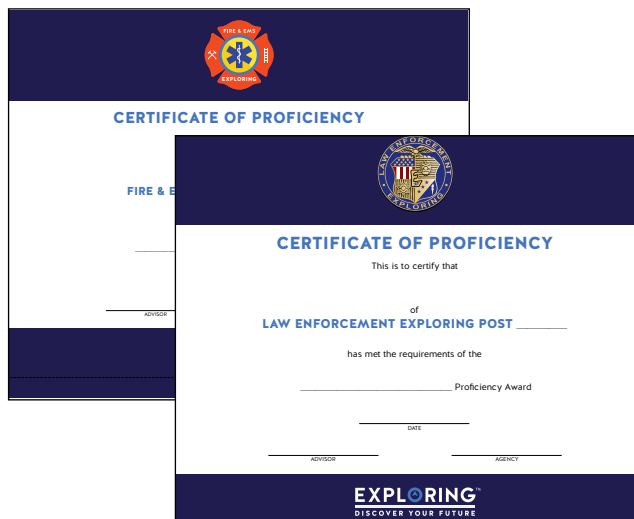
Available only to Law Enforcement Explorers are Special Recognition Awards for Valor, Bravery, Lifesaving, and Meritorious Service. These awards will be administered through the Proficiency Awards and Recognitions subcommittee of the National Law Enforcement Exploring Committee.

Award applications are available at www.exploring.org.

PROFICIENCY AWARDS FOR LAW ENFORCEMENT AND FIRE EXPLORING PROGRAMS

Recipients: Youth registered in a post

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



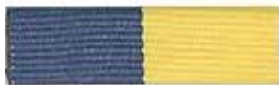
The Law Enforcement/Fire Exploring Proficiency Awards program provides an opportunity for Explorers to earn awards that acknowledge their Law Enforcement/Fire Exploring training, skills, leadership, service, accomplishments, and experiences. These awards are designed to be worn on a Law Enforcement/Fire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

LAW ENFORCEMENT AND FIRE/EMERGENCY SERVICES TRAINING



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

COMMUNITY SERVICE



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

CRIME PREVENTION (LAW ENFORCEMENT)



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

FIRE PREVENTION (FIRE/EMERGENCY SERVICES)



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

LAW ENFORCEMENT SERVICE



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

FIRE AND EMERGENCY SERVICE



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

EMERGENCY PREPAREDNESS



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

FIREARMS TRAINING (LAW ENFORCEMENT)



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

TENURE



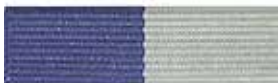
Awarded to those Explorers who complete one year of satisfactory service to the post. It is recognized with a red commendation bar, No. 04023.

PERFECT ATTENDANCE



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

DRUG ABUSE PREVENTION



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

EXPLORING CONFERENCE BAR



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

NATIONAL LAW ENFORCEMENT EXPLORING CONFERENCE DEVICE



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

NATIONAL LAW ENFORCEMENT EXPLORING LEADERSHIP ACADEMY



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

EAGLE OR GOLD AWARD RECOGNITION



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

EXPLORER OF THE YEAR



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

LAW ENFORCEMENT EXPLORING PHYSICAL FITNESS

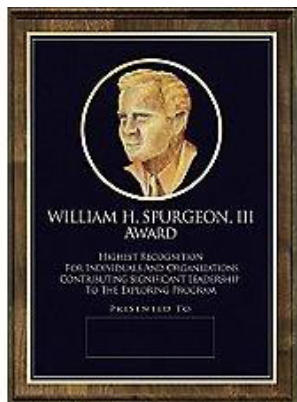


The award consists of two phases: physical assessment and cognitive assessment. The physical assessment was created to include a health screening format to assist the Explorer in determining if he or she should proceed with the physical assessment. A standardized assessment format ensures that the assessments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

WILLIAM H. SPURGEON AWARD

Recipients: Individuals, businesses, and organizations

Recognitions: Plaque, No. 12707, lapel pin, No. 623928



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

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

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

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

CHAPTER FIVE: YOUTH PROTECTION AND SAFETY STANDARDS

CONTENTS

YOUTH PROTECTION INTRODUCTION, 67

REPORTING PROCEDURES, 67

TRAINING, 68

SAFETY FIRST GUIDELINES, 68

YOUTH PROTECTION INTRODUCTION

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

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

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

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

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

- Encourage the immediate reporting of improper behavior or violations of Learning for Life policy.
- Identify and swiftly remove suspected or alleged offenders.
- Provide support and resources to youth, families, units, and councils as needed.

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

Additional Online Resources

Social media guidelines and an activity guide developed by the U.S. Drug Enforcement Administration (Drug Abuse Prevention 4 Teens) can be found online at www.exploring.org.

REPORTING PROCEDURES

Required Steps for Reporting Child Abuse*

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

*State laws may vary.

TRAINING

All registered adults, no matter their positions, are required to complete Youth Protection training every two years. Complete the training online at www.exploring.org.

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

SAFETY FIRST GUIDELINES

Find the full Safety First Guidelines online at www.exploring.org.

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

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

Additional safety guidelines for the following career fields are available online:

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

EXPLORING GUIDEBOOK

For Post and Club Leaders—Youth and Adult



EXPLORING[™]
DISCOVER YOUR FUTURE

CHAPTER SIX: FOR THE YOUTH LEADER

CONTENTS

Welcome to Exploring!	72	Conditions Promoting Growth and Development.....	95
What Is Exploring?	72	Applying Leadership to Post or Club Experiences	96
Exploring's Five Areas of Emphasis	72		
What's Happened Up to This Point?.....	73		
How Your Local Council Can Help You.....	73		
Personal Safety Awareness	74		
Child Abuse and Neglect.....	74		
Barriers to Abuse	75		
The Three R's	76		
Being a Good—and Safe—Explorer	77		
Taking Care of Yourself When You Are Alone	77		
Making Good Choices.....	78		
Bullying and Hazing.....	78		
Tips for Staying Safe Online.....	80		
Keeping Yourself Safe	80		
Youth Section One: A Youth Leader's Role and Responsibilities	81		
The Specific Goals of Exploring Participants	81		
Responsibilities of an Exploring Officer.....	81		
Position Descriptions for Each Youth Officer	81		
Your Post or Club Committee	87		
Responsibilities of Youth Members Not in an Elected Officer Position	87		
Youth Section Two: Your Role in the First Three Months.....	88		
The Career Opportunities Worksheet Process.....	88		
The Open House.....	89		
Election of Officers	90		
Post or Club Officers Briefing.....	90		
Explorer Activity Interest Surveys.....	91		
Officers Seminar.....	91		
Regular Post or Club Meetings.....	91		
Critical Leadership Moments in the First Three Months	92		
Post or Club Bylaws	92		
Youth Section Three: Becoming and Being a Leader.....	93		
The Desired Model of Leadership	93		
Looking at Citizenship and Service	95		
		Youth Section Four: Planning Your Post's or Club's Program.....	98
		Qualities of a Good Program	98
		Learning the Steps in the Planning Process	98
		Planning an Individual Activity.....	99
		Developing a Dynamic Program.....	100
		Youth Section Five: How-To Guide.....	101
		How to Earn Money	101
		How to Brainstorm.....	104
		How to Develop Service Projects.....	105
		How to Plan Your Superactivity	106
		How to Introduce a Speaker	108
		How to Lead a Discussion	108
		How to Teach a Skill	109
		How to Use Parliamentary Procedure.....	110
		How to Generate Publicity	111
		How to Conduct a Post or Club Parents' Night.....	116
		How to Recruit New Members	117
		How to Use Charts and Posters.....	118
		How to Make a Speech or Presentation	118
		Youth Section Six: Leadership Checkup	119
		Checkup Points	119
		Youth Section Seven: Exploring Officers Association.....	120
		National Exploring Officers Association	120
		Council Exploring Officers Association	120

A NOTE TO ADULT LEADERS:

Even though this section is written for youth leaders in an Explorer post or club, adult leaders should be familiar with the content on these pages. Also take special note of pages 22-24.

WELCOME TO EXPLORING!

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

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

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

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

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

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

WHAT IS EXPLORING?

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

EXPLORING'S FIVE AREAS OF EMPHASIS

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

That's the factual definition of Exploring. Let's look for a moment at Exploring from the inside—at the spirit of Exploring. Exploring is a catalyst. It brings together adults and young people, and incredible things have happened and can happen in this coming together. The experiences that can emerge from this group of people are up to the people themselves. The more the individuals in the group ask of themselves and of one another, the more possibilities they have for experiences that they'll carry with them the rest of their lives. For example, a post in Minnesota organized an activity to

go sailing off the coast of Africa. A post in Houston sent along experiments on a space-shuttle mission. A post in California spent nearly 10,000 hours making the nature trails of Angeles National Forest more accessible to the visually impaired by installing trail posts in Braille to identify the forest's flora and fauna.

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

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

WHAT'S HAPPENED UP TO THIS POINT?

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

These important things have already happened:

1. Your participating organization made a definite commitment to sponsor an Explorer post or club. That meant organizing a post or club committee, identifying and selecting a good Advisor and associate Advisors, and working with the local Learning for Life office.
2. The adult leaders for your Explorer post or club have taken Advisor training.

3. The Career Opportunities Worksheet has been completed. Your Advisor, post or club committee, and other adults in your participating organization have indicated that they are willing to share their careers, hobbies, skills, and outside contacts with the post or club. The results of the Career Opportunities Worksheets become the basis for program ideas for the first two to three months of your post or club.
4. An invitation has been extended to young people to attend the open house (the first post or club meeting at which new members are recruited).
5. The participating organization, the post or club committee, and the adult leaders in your post or club have carefully planned the open house program.
6. Your post or club has signed a memorandum of understanding with Learning for Life.
7. The officers for your post or club have been elected.

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

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

In the sections ahead, we will look at what being an officer of an Explorer post or club specifically means. We'll answer the question, "What are your responsibilities as a youth leader?" We'll also describe the responsibilities of all the adult leaders and the post or club members so that you can better understand how their responsibilities fit with yours.

HOW YOUR LOCAL COUNCIL CAN HELP YOU

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

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

Councils can:

- Coordinate or support the Exploring Officers Association
- Provide student career interest survey results to Exploring units to assist with recruiting
- Optionally offer a councilwide youth officers association
- Make available Exploring training
- Assist with Youth Protection training
- Schedule councilwide youth officer training
- Organize and host a variety of value-added programs for Exploring youth
- Assist with Exploring scholarships

- Share national Learning for Life and Exploring events
- Keep Advisors and Sponsors updated on the latest resources
- Organize fundraising opportunities for posts and clubs
- Recruit a volunteer Exploring committee that may include a service team function to help with the communication with posts and clubs
- Assist with registration and unit renewal by having forms and staff available to guide the process
- Offer accident and sickness insurance
- Provide liability insurance for participating organizations and adults
- Maintain and offer use of outdoor facilities with a wide variety of events and activities
- Order national Exploring awards and recognitions
- Provide guidance in event planning with the national Safety First Guidelines

PERSONAL SAFETY AWARENESS

When you were a baby, the responsibility for keeping you safe fell solely on your parents and other caregivers. They made sure there was nothing around that could harm you, and they rarely let you out of their sight. If you crawled toward something dangerous, they would quickly step in to protect you.

Things are different now. As you move closer to becoming an adult, more and more people share responsibility for keeping you safe, including your Exploring leaders, coaches, teachers, and other caring adults. Some of the responsibility falls on you, too, because there are times when no caring adults are around to protect you. As you become a leader, you also take on some responsibility for the other Explorers in your post or club and for helping them learn how to protect and take care of themselves.

CHILD ABUSE AND NEGLECT

The vast majority of adults want only what is best for the young people in their care. Some adults, however, are guilty of abuse and neglect. In fact, police departments and social-service agencies receive more than 3 million reports of child abuse each year.

Abuse happens when a child or older youth is harmed or threatened with harm by a person responsible for

that child's or youth's care. **Neglect** happens when a person responsible for the care of a child or youth fails to provide for that person's needs. Abuse and neglect affect people from infancy through their teenage years.

NEGLECT

Someone has been neglected if the persons he or she depends on do not provide food, clothing, shelter, medical care, education, and supervision. When these basic needs are withheld deliberately, not because the parents or caregivers don't have much money, it is considered neglect.

PHYSICAL ABUSE

Physical abuse is the deliberate injury of a child or youth by a person responsible for his or her care. Physical abuse often stems from unreasonable punishment or from punishment that is too harsh. Physical-abuse injuries can include bruises, broken bones, burns, and abrasions.

EMOTIONAL ABUSE

Emotional abuse harms the mind and spirit, not the body. Someone suffers from emotional abuse when constantly ridiculed, rejected, blamed, or compared unfavorably with brothers or sisters or other children.

Expecting too much from a child or youth in academics, athletics, or other areas is a common cause of emotional abuse by parents or other adults.

SEXUAL ABUSE

When an adult or an older child uses his or her authority to involve someone else in sexual activity, it is sexual abuse, and that person is a child molester. The molester might use tricks, bribes, threats, or force to persuade the child or youth to join in sexual activity.

Exploring's Youth Protection program includes policies and training courses designed to keep Explorers safe from child abuse. Your parents and other adults are encouraged to take the training, especially before participating in any Exploring activity, and your Exploring leaders must complete Youth Protection training every two years.

BARRIERS TO ABUSE

To keep Explorers safe, Exploring has adopted policies called Barriers to Abuse. These policies protect the safety and well-being of Explorers while helping adult leaders avoid situations that could be misunderstood. By learning about the Barriers to Abuse, you will understand why your leaders do things a certain way, such as adhering to the policy of no one-on-one contact with Explorers by declining to give you rides home from post or club meetings. Understanding how these barriers can help you stay safe can be applied in all situations.

Two-deep leadership on all outings is required.

At minimum, two registered adult leaders, or one registered leader and a participating Explorer's parent or another adult, are required for all trips and outings. All youth need to know that adults are there if needed.

One-on-one contact between adults and youth members is prohibited. In situations requiring a personal conference, the meeting is to be conducted with the knowledge and in view of other adults and/or youths.

Two-deep leadership and no one-on-one contact between adults and youth members includes digital communication. Leaders may not have one-on-one private online communications or engage one-on-one in other digital activities (games, social media, etc.) with youth members. Leaders should copy a parent and another leader in digital and online communication, ensuring no one-on-one contact exists in text, social media, or other forms of online or digital communication.

Age-appropriate and separate accommodations for adults and youth are required. *Rooming.* When participating in overnight trips, no one is permitted to sleep in the room of a person of the opposite sex or an adult other than his or her own spouse, parent, or guardian. Assigning youth members more than two years apart in age to sleep in the same room or area should be avoided unless the youth are relatives. *Shower Facilities.* Whenever possible, separate shower and restroom facilities should be provided for male/female adults and male/female youth. If separate facilities are not available, separate shower times should be scheduled and posted.

The buddy system should be used at all times. The buddy system is a safety measure for all Exploring activities. Buddies should know and be comfortable with each other. Self-selection with no more than two years difference in age or with no significant differences in maturity should be strongly encouraged. When necessary, a buddy team may consist of three Explorers. No youth should ever be forced into or made to feel uncomfortable by a buddy assignment.

Privacy of youth is respected. Adult leaders and youth must respect each other's privacy, especially in situations such as changing clothes and taking showers at camp. Adults may enter youth changing or showering areas only to the extent that health and safety requires. Adults must protect their own privacy in similar situations.

Inappropriate use of smartphones, cameras, or imaging or digital devices is prohibited. Although most Explorers and leaders use cameras and other imaging devices responsibly, it is easy to unintentionally or inadvertently invade the privacy of other individuals. The use of any device capable of recording or transmitting visual images in or near shower houses, restrooms, or other areas where privacy is expected is inappropriate.

No secret organizations. Exploring does not recognize any secret organizations as part of its program. All aspects of the Exploring program are open to observation by parents and leaders.

Youth leadership is monitored by adult leaders. Adult leaders must monitor and guide the leadership techniques used by youth leaders and ensure that Exploring policies are followed.

Discipline must be constructive. Discipline used in Exploring must be constructive and reflect Exploring's values. Corporal punishment is never permitted. Disciplinary activities involving isolation, humiliation,

or ridicule are prohibited. Examples of positive discipline include verbal praise and high fives.

Appropriate attire for all activities. Proper clothing for activities is required.

No hazing. Hazing and initiations are prohibited and may not be included as part of any Exploring activity.

No bullying. Verbal, physical, and cyberbullying are prohibited in Exploring.

All adult leaders and youth members have responsibility. Everyone is responsible for acting in accordance with these Barriers to Abuse. Physical violence, sexual activity, emotional abuse, spiritual abuse, unauthorized weapons, hazing, discrimination, harassment, initiation rites, bullying, cyberbullying, theft, verbal insults, drugs, alcohol, or pornography have no place in the Exploring program and may result in revocation of membership. For more information, please see Exploring's Safety First Guidelines and other Youth Protection resources.

TRUSTED ADULTS

A trusted adult is a parent, teacher, counselor, religious leader, or other adult, approved and agreed upon by your parents, with whom you can talk if you are in trouble. It's a good idea to keep a list of five or so trusted adults so you have several people to turn to in different situations or if your first choice is unavailable or is part of the problem.

THE THREE R'S

While every situation is different, you can protect yourself from abuse by remembering the three R's of personal protection: recognize, respond, and report.

- **Recognize** that anyone could be a molester. You may have heard the term "stranger danger." While some strangers can be dangerous, a molester is usually a person you already know. It can be a brother, sister, teacher, neighbor, leader, or another youth who takes advantage of you or someone you know. Molesters can be very skilled at influencing young people, so be aware of situations that could put you at risk. If another youth or adult in a position of trust or authority asks you to do something you know is wrong or to keep a secret, they are violating personal safety rules and should be reported immediately to a parent, trusted adult, or Exploring executive.

- **Respond** when someone is doing something that goes against your gut or against the safety guidelines. Getting away from the person and telling a trusted adult or parent what happened is one powerful way to respond. You can also say no, tell them to stop and leave you alone, and report them to a leader or trusted adult as soon as it is safe to do so. Sometimes our bodies freeze as a natural response when someone is doing something that feels concerning or dangerous. Even if you don't stop it or yell "no" in the moment, that's OK. You can still respond later by following up with a parent or trusted adult. Remember, it is not your fault. You are surrounded by people who are interested in you and your well-being. But sometimes the attention they pay crosses a boundary. If attention feels unwanted or inappropriate, say no and don't be embarrassed to run away, yell, or cause a commotion. Resistance will stop most attempts at molestation. Tell a trusted adult immediately about this attempt and any future attempts.
- **Report** attempted or actual molestation or any activity that you think is wrong to a parent or other trusted adult. Any time someone does something to you that your instincts tell you is wrong, or that makes you feel threatened or uncomfortable, tell someone you trust. It's OK to ask for help. Reporting abuse prevents further abuse and helps protect other potential victims. Be a buddy; if you see, suspect, or hear that another youth is experiencing abuse, be brave and tell a trusted adult.

To help you learn how to put the three R's into action, Exploring has developed a special video called *A Time to Tell*. Your post or club is encouraged to show this video once a year, but you could also watch and discuss the video with your parents or guardians.

GROOMING

Child molesters are sneaky criminals. Instead of physically attacking you or another victim outright, a molester will gradually build a relationship with you or an intended victim, showering you or that person with gifts and special attention. He will say that your friendship is special and that other people wouldn't understand it. He will want you to keep secrets and violate rules. Once he has gained your trust, he will slowly try to convince you to engage in sexual activity that seems harmless at first but gradually gets more serious.

To keep the victim from reporting the abuse to a trusted adult, the molester will try to convince you that you are equally responsible for the inappropriate behavior or that you somehow caused or encouraged it. This is not true; molesters are solely responsible for the abuse they inflict. No parent, leader, or other youth should ask you to do anything inappropriate in order to receive a gift, reward, favor, or money, or to participate in the Exploring program.

If you think you are being groomed or abused, talk to a trusted adult immediately. This can be hard to do, but remember that you can be brave.

BEING A GOOD-AND SAFE-EXPLORER

When you joined Exploring you promised to abide by your post's or club's code of conduct. But these rules don't require you to put yourself in potentially dangerous situations.

Sometimes people who really do not need help will ask for it in order to create an opportunity for abuse. You should be familiar with five rules of personal safety.

THE FIVE RULES OF PERSONAL SAFETY

The five rules of personal safety are:

1. **Use your network of trusted adults.** You have the right to say no and tell a parent or trusted adult what happened.
2. **Check first.** Always check with a trusted adult before agreeing to go anywhere with another person.
3. **Use the buddy system.** Go with a friend or buddy when participating in activities inside and outside of Exploring.
4. **Trust your gut instinct, the "uh oh" feeling.** Trust your gut feelings and instincts when something feels wrong.

5. **No secrets.** It is not OK for others to ask you to keep secrets about activities that they would not want your parents to know about.

We are taught to be obedient from a young age—but that does not mean you have to obey an adult or another youth when that person tells you to do something that you feel is wrong or that makes you uncomfortable. In these situations, talk with your parent or a trusted adult about concerns.

Be brave. Telling a trusted adult when you think a friend is being abused or neglected is a decision that could even save a life.

PERSONAL SAFETY RIGHTS

When feeling threatened, you have the right to

- Trust your instincts or feelings.
- Expect privacy.
- Say no to unwanted touching or affection.
- Say no to anyone's inappropriate demands and requests.
- Withhold information that could jeopardize your safety.
- Refuse gifts.
- Be rude or unhelpful if the situation warrants.
- Run, scream, and make a scene.
- Physically fight off unwanted advances.
- Ask for help.

TAKING CARE OF YOURSELF WHEN YOU ARE ALONE

If your parents or guardians have given you the responsibility of taking care of yourself when they are away from home, discuss with them what they expect of you when you are on your own. An important step can be making a list of contact numbers and keeping it near a telephone or in your mobile phone. Having these numbers handy will give you plenty of trusted adults you can call if you have questions or need help.

Your parents or guardians may set guidelines for you to follow when you are at home by yourself. Perhaps they'll ask that you not invite friends over during those hours. They may ask that you call them if you plan to leave. Show by your actions that you can be trusted.

EMERGENCY CONTACTS

Use this example to start your own list of important telephone numbers. Keep the list in a safe, convenient place near the telephone, and program the numbers into your mobile phone, too.

Emergency response: _____

Parent or guardian at work: _____

Parent's or guardian's mobile phone: _____

Nearest relative: _____

Trusted adult (leader, neighbor, family friend): _____

Exploring leader: _____

Religious leader: _____

MAKING GOOD CHOICES

Common sense, ethics, wisdom, and good judgment help you make good choices and allow you to do your best with what you know. The skills you have can prepare you for what lies ahead. Self-leadership will help you develop a vision of what is right and the steps for getting there.

GOOD JUDGMENT IN CHOOSING FRIENDS

Your friends are among the most important people in your life. You enjoy being with them and going places together. They understand you. You depend on one another for support through good times and bad. Good friends can be with you for many years to come.

A good friend will hold you accountable. He or she will encourage you to get your homework done before you go out to play. If you start making bad decisions, he'll call you out. And you will do the same for him.

Choose friends whose values you share and admire. Be open to those who are not just like everyone else you know. Differences in race, culture, and language may keep some people at a distance, but those differences can also be doorways for you to expand your understanding of other people and of the world. Disabilities might seem to be barriers to friendship, too, but look beyond what seems to separate you. You might be surprised to discover how much you have in common with others and how much you can share with one another.

THE BUDDY SYSTEM

Exploring's buddy system is a good example of how friends can look out for each other. It serves a dual purpose: In addition to ensuring your buddy partner's safety during activities, it also helps ensure your personal safety by making sure you are never alone and vulnerable.

The buddy system works by pairing Explorers who are about the same age and who have about the same experience level. (If an odd number of Explorers are on the outing, a buddy team may include three Explorers.) Each Explorer should know where his buddy is at all times, and no Explorer should leave the group without his buddy, including going to the restroom, to an activity, or anywhere at night.

The buddy system also applies to working on activities outside of regular post or club meetings. When you meet with an adult who is providing instruction related to your Exploring program, you should always take along a buddy or a parent. This helps the instructor obey the rule about no one-on-one contact, and it gives you a friend to share the learning experience with.

PEER PRESSURE

At some point while you are growing up, you will probably discover that friends or acquaintances are doing something you know is wrong. They might be using tobacco, alcohol, or illegal drugs or engaging in sexual activity. They might be cheating on tests, stealing, or being unkind to others. They may want you to join them, even though you know what they are doing is not right. When you refuse, they might say that they'll stop being friends with you.

Real friends will not ask you to do anything that could put you at risk. If those who say they are your friends are smoking, drinking, using drugs, watching pornography, using profanity, or doing anything else that is unwise, you don't have to go along with them. You might need to look for new friends who are interested in healthier activities. Don't worry; they are out there. Be true to your values, and you will find them.

BULLYING AND HAZING

Bullying happens when someone uses his power and position to frighten, embarrass, harass, or threaten another person. **Hazing** is bullying that involves forcing someone to do something unpleasant, stupid, or dangerous, usually as a requirement for joining a group. Bullying and hazing can lead to poor self-image, low self-esteem, physical problems, and worse

in the person being targeted. People who are bullied often grow up to bully others, creating a continuing cycle of pain. These actions have no place in Exploring.

Bullying can take many forms:

- **Verbal.** Name-calling and teasing
- **Social.** Spreading rumors, leaving the target out of activities, and breaking up or manipulating friendships
- **Physical.** Hitting, pushing, shoving, and physical coercion
- **Group.** Intimidation and ostracizing
- **Criminal.** Injury, assault, and sexual aggression
- **Cyberbullying.** Using digital technology (social media, mobile phones, computers, etc.) to do any of the above

Youth who bully often operate in the open because they think what they're doing enhances their status in the group. (It doesn't.) However, some youth who bully—especially online—act in secret.

You might be able to tell that a friend is being bullied if he or she:

- Is reluctant to join activities
- Comes to activities late or leaves early
- Is afraid or acts nervous around certain people
- Avoids certain places
- Shows increased anger for no obvious reason
- Talks about wanting to carry a weapon for self-protection
- Talks about loneliness or suicide
- Takes blame for his or her problems
- Doesn't defend himself or herself when teased or pushed
- Suddenly has fewer friends

StopBullying.gov offers a variety of available training and information materials to Explorers and adult leaders that can help you and your post or club learn more about how to stop bullying.

HOW TO STOP BULLYING

Think of a time that you may have been bullied or you witnessed someone else being bullied. Remember how

it made you feel. You wouldn't want your friends to feel that way so take it upon yourself to never bully *and* help to stop bullying when it's happening to people around you.

Here are some simple actions you can take to stop bullying if you feel safe doing so.

- **Be an “upstander,” not a bystander.** Instead of saying nothing, which can make the person who bullies think that his behavior is OK, tell him to stop. Say you don't like it and that it isn't funny.
- **Avoid bullying back.** It won't help if you use mean names or actions. And it could make things worse.

If you don't feel safe—for example, if you think the person who is bullying will attack you next—you can still help. Here's what you can do:

- **Say kind words to the person being bullied, such as, “I'm sorry about what happened” and “I don't like what that kid said.”** Help him understand that it's not his fault. Be a friend.
- **Tell the person being bullied to talk to someone about what happened.** Offer to help by going along.
- **Pay attention to the other people who see the bullying.** Are any of these bystanders laughing or joining in with the bullying? If yes, let them know that they're not helping.
- **Tell a trusted adult.** The person being bullied needs help from an adult, and the person doing the bullying probably does, too. By telling an adult, you can start the healing process.

STAYING SAFE ONLINE

Today we are online more than ever before. We use the internet to do research, to check the latest sports scores, to connect with family and friends, to play games, and to have fun.

Unfortunately, some people use the internet for bad purposes, such as to spread malware, to steal people's financial information, and to engage in cyberbullying or online grooming. That means you need to be just as careful online as you are in the real world.

INTERNET SAFETY PLEDGE

- I will think before I post.
- I will respect other people online.
- I will respect digital media ownership.
- I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission.
- I will protect myself online.

TIPS FOR STAYING SAFE ONLINE

Follow these guidelines to stay safe online:

Don't give out personal or emotionally private information online. If you would feel uncomfortable seeing what you are typing or posting on a billboard, don't put it on the internet.

Create a positive online footprint. Things that you post online last forever in cyberspace. Pause and think before you post. Step away from the computer or your cellphone if you are upset or angry. If you do make a mistake, own up to it, learn from it, and start making online choices that you can feel proud standing behind.

Be kind. Remember that friends you interact with on the internet are real people with real feelings. They can be wounded by social media posts as easily as they can be wounded by insults in the lunchroom at school. Words have power both online and offline, so use words that build community rather than create division.

Listen to your gut instinct. If something seems too good to be true, it probably is. If a website seems dangerous, click away from it. If a conversation makes you uncomfortable, end it immediately. Don't agree to meet in person anyone you've met online without your parents' involvement and permission.

Help keep the internet safe. Don't send or forward disturbing, harassing, or provocative emails. If you are on the receiving end of cyberbullying, do not respond but report it instead. Offer support to those who are targeted by cyberbullying.

Respect boundaries. Refuse to send or receive sexual pictures with your phone or online devices. Help create a culture of respect.

Use reporting resources. Most websites have terms of service that describe how they should be used, as well as ways to report misuse and abuse. If someone is using a site to cause harm, follow the reporting guidelines for that site or tell a trusted adult.

If you suspect attempted sexual exploitation of children using the internet, you or your parent can contact the CyberTipline® at 1-800-843-5678 or www.cybertipline.org. If the incident involves the Exploring program, call your council Exploring executive immediately or email youth.protection@lfimail.org. A helpline for individuals to report abuse and serious Youth Protection violations is available 24/7 at 844-726-8871.

KEEPING YOURSELF SAFE

This section has covered some scary topics, including child abuse, bullying, and danger on the internet. While you should be aware of these problems, you don't have to be frightened. You can enhance your safety by surrounding yourself with good friends who share your values and trusted adults who will listen to any concerns you have. By relying on those people, and following the three R's (recognize, respond, and report) and the five rules of personal safety at all times, you will be safe during your Exploring years and ready to take on even more responsibility when you become an adult.

YOUTH SECTION ONE: A YOUTH LEADER'S ROLE AND RESPONSIBILITIES

THE SPECIFIC GOALS OF EXPLORING PARTICIPANTS

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

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

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

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

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

RESPONSIBILITIES OF AN EXPLORING OFFICER

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

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

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

POSITION DESCRIPTIONS FOR EACH YOUTH OFFICER

An Explorer post or club has five officer positions:

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

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

Post or Club President Position Description

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

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

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

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

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

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

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

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

Administrative Vice President Position Description

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

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

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

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

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

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

Program Vice President Position Description

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

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

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

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

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

Secretary Position Description

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

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

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

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

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

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

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

Treasurer Position Description

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

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

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

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

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

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

YOUR POST OR CLUB COMMITTEE

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

Take a moment to review the “Unit Committee Position Descriptions” section of chapter three. Then visit with the adult leaders in your Exploring program regarding their vision for your post or club. Ask how you can contribute to the vision. Consult with other youth leaders in your unit about their vision as well.

RESPONSIBILITIES OF YOUTH MEMBERS NOT IN AN ELECTED OFFICER POSITION

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

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

YOUTH SECTION TWO: YOUR ROLE IN THE FIRST THREE MONTHS

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

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

After reading this section, you should have a basic understanding of the responsibilities of all the people who make up an Explorer post or club.

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

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

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

THE CAREER OPPORTUNITIES WORKSHEET PROCESS

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

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

STEP 1: DISTRIBUTING THE CAREER OPPORTUNITIES WORKSHEETS

The program of each Explorer post or club is unique because it is based on what the adults associated with that post or club are willing and able to provide and on the interests of the young adults who join. The introduction to this guidebook for youth leaders described Exploring as a catalyst because it brings together adults and young people with similar interests. Completing the Career Opportunities Worksheets begins this matching process.

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

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

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

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

STEP 2: COMPLETING THE ACTIVITY PLANNER FORM

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

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

- Name of each responding adult
- Each adult's career

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

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

THE OPEN HOUSE

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

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

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

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

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

As an officer, be sure that you

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

ELECTION OF OFFICERS

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

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

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

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

1. Your Advisor informs post or club members of the responsibilities and position description of each office and stresses the need for commitment to the goals of the post or club and attendance at all meetings.
2. The present or temporary youth president explains the election procedures and the date of the election, and appoints a nominating committee of three or more post or club members. This nominating committee will interview prospects and prepare a slate of nominees. An associate Advisor should be involved with the nominating committee to lend support and advice. A nominating committee is important because this committee takes the time to be sure that nominees are able and willing to serve. Those nominated should understand and commit to the responsibilities and the time involved.

3. The nominating committee interviews those post or club members who have indicated an interest in running for office and contacts any others the committee feels should be considered. All nominees must be registered Explorers.
4. On election day, certain procedures are followed:
 - The president asks for the nominating report—the slate of candidates for each office.
 - Post or club members are invited to make any additional nominations. If the nominations of these individuals are seconded and the nominees agree to serve, their names are added to the ballot.
 - Nominations are closed by a majority vote.
 - Each nominee is invited to give a brief talk on his or her qualifications, goals, and desire to serve. Post or club members should be able to ask questions of each candidate.
 - Voting then takes place. If there is only one nominee for an office, the president requests a motion to approve this nominee for office. If there are two or more nominees for an office, voting is done by secret ballot. The nominee receiving the most votes is elected. In the event of a tie, the two nominees receiving the most votes are voted on again.
 - The newly elected officers are congratulated, and an installation ceremony may be conducted.

POST OR CLUB OFFICERS BRIEFING

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

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

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

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

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

EXPLORER ACTIVITY INTEREST SURVEYS

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

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

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

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

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

OFFICERS SEMINAR

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

- To acquaint the officers with Exploring leadership skills and the contents of the *Exploring Guidebook*
- To build a working leadership team
- To plan the post's or club's program of activities for the coming year

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

See the Officers Seminar Agenda in the appendix.

REGULAR POST OR CLUB MEETINGS

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

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

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

CRITICAL LEADERSHIP MOMENTS IN THE FIRST THREE MONTHS

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

Some leadership moments:

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

- Members are being recognized for achievements that go beyond an award or special honor. In the true spirit of Exploring, you recognize members for community service work, for making someone's life have more meaning and value, for helping your post or club cross a frontier.
- You are working as a team, each officer using his or her own strengths and encouraging the use of one another's strengths and abilities.

POST OR CLUB BYLAWS

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

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

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

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

The Explorer motto should be the preamble to your post or club bylaws. (See the suggested bylaws online at www.exploring.org.)

YOUTH SECTION THREE: BECOMING AND BEING A LEADER

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

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

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

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

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

Cassie is very charismatic, always seems to know the solutions to tough problems, and is quick to act. People appreciate her drive and think she would make a great leader. Cassie was easily voted the leader of the group. With the first service project only days away, Cassie asked Nick and Leo to help her organize the event. Both of them enthusiastically agreed to meet and help plan the service activity.

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

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

THE DESIRED MODEL OF LEADERSHIP

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

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

In Exploring, we turn that model of leadership upside down. What's different about this second kind of leadership, this upside-down version? Leaders in this position see themselves as people who serve the best interests and needs of the people they're leading. They see themselves more in the role of a coach, counselor, or guide than in the role of a general.

They do not take away the responsibility of others thinking for themselves, making decisions, or weighing their own actions. They encourage interdependence, versus dependence on them or a kind of individualism that is more focused on the “I” than the “we.” They replace self-centeredness with other-centeredness.

THREE CHARACTERISTICS OF THIS KIND OF LEADERSHIP IN EXPLORING

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

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

Third, the desired leadership is grounded in values and ethical principles. Values and ethical principles are the foundation that gives leadership a sense of direction when it comes to actually doing something, making decisions, looking at one’s own behavior, and making desired changes. Values influence what we think about. Values are the kinds of things that result in character. They are at the heart of what makes a caring and responsible person. As an Explorer, you may hear the term “ethics in action” used to convey a kind of leadership that is grounded in values. It simply reinforces the idea that we learn by doing and by looking at what we have done. You will come to realize the meaning of leadership best, not through preaching or mandates, but through action—through sharing activities with one another and by interacting with caring and responsible adults.

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

HOW DO YOU BECOME THIS KIND OF LEADER?

We all probably know some, if not all, of the things we must do to become this kind of leader. The specifics that follow are not full of surprises. The process begins and ends with our taking responsibility for actually doing

these things until they become a part of us. That’s what is hard!

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

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

BACK TO CASSIE

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

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

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

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

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

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

LOOKING AT CITIZENSHIP AND SERVICE

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

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

—Robert Bellah, *Habits of the Heart*

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

Think about the number of lives affected by the post members in California who marked the trails in a national

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

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

In the next section, we’ll talk about planning your post’s or club’s program. Remember the implications we discussed in this section as you consider, suggest, ask for ideas from the members, and plan your actual program. Think about the unlimited power you have to make a difference.

CONDITIONS PROMOTING GROWTH AND DEVELOPMENT

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

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

- Interact with peers and acquire a sense of belonging.
- Gain experiences in decision making.
- Discuss conflicting values and formulate their own value systems.
- Reflect on self in relation to others and discover more about themselves by looking outward as well as inward, by interaction and introspection.

- Experiment with their own identities, with relationships to other people, and with ideas, and try out various roles without having to commit themselves irrevocably.
- Develop a feeling of accountability in the context of a relationship among equals; to participate as a responsible member of a group of people.
- Cultivate a capacity to enjoy life.

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

Consider how many of these conditions are an essential part of Exploring. Look back at the goals of Exploring, and think about your responsibilities as an officer. They are all related to the conditions necessary for growth and development listed above.

APPLYING LEADERSHIP TO POST OR CLUB EXPERIENCES

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

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

EXPERIENCES WITH SPECIFIC EXPECTATIONS AND GOALS

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

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

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

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

COMMON, EVERYDAY EXPERIENCES

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

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

- Finding out why someone’s attendance is becoming sporadic

CHALLENGING EXPERIENCES

Wherever there are people, there are challenging experiences. A challenging experience may be an interpersonal conflict or a problem that needs to be addressed. In Exploring, we have discovered that one of the most challenging experiences a leader has is the area of delegating responsibilities. It’s often hard to know when support and direction are still needed and when it’s time to let go.

We’re not going to make this challenging experience seem easier than it really is, but we’ll talk about some guidelines for you to consider:

- Keep in mind that every situation is unique and that the individuals involved are unique. You should consider each situation on its own merits.
- If we are honest with ourselves, we are probably more aware than we’d like to admit that we know when support is still needed and when it is time to let go. Often, the problem is not knowing the answer to this question—it is confronting ourselves and admitting that it’s hard for us to give up some of our control, to step away from trying to do everything and letting someone else have the opportunity.
- It’s important that when you do delegate responsibility, you give people the opportunity to both succeed and fail. You do not step in too quickly; you truly give them the responsibility.

In Exploring, we have developed two learning activities to help you with two specific kinds of challenging experiences. The first activity (“Problem-Solving Skills for Explorers” in chapter one) is designed to help you solve problems that arise inside or outside of your post or club. The second activity (“Ethical Controversies” in chapter one) is designed to help you learn how to think through the ethical considerations of challenging situations and to lead a group to a consensus after considering those ethical issues.

When you begin to consider these three kinds of experiences—experiences with definite goals; common, everyday experiences; and challenging experiences—where you as a leader can make a difference, you begin to realize more and more the need and purpose for ongoing contemplation, for thinking about things, for reflection.

PROBLEM-SOLVING SKILLS FOR EXPLORERS

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

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

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

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

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

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

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

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

YOUTH SECTION FOUR: PLANNING YOUR POST'S OR CLUB'S PROGRAM

Planning your unit's program is probably the single most important activity you will be involved in. Not only will you help determine the activities your post or club will be doing, you will also learn how to plan.

In this section, we will discuss the following areas to help you plan a meaningful and successful program:

- The qualities of a good program
- Learning the steps in the planning process
- The planning of an individual activity
- Making your program dynamic throughout the year

The spirit of the planning process for a year's program or for an individual activity should be consistent with the leadership philosophy that is discussed throughout this guidebook. The planning process itself should contribute to people growing and learning, and to officers and post or club members feeling responsible for ensuring that their program is a good program.

QUALITIES OF A GOOD PROGRAM

Every post or club wants a successful and satisfying post or club program. How can you achieve that kind of program for your post or club? Every program will be different because every post or club is unique, but certain things contribute to that uniqueness. A good post or club program:

- Demonstrates a good match between the Career Opportunities Worksheet forms and the Explorer Activity Interest Surveys
- Addresses the needs and interests of the post or club members
- Reflects a balanced program, centered on the five emphasis areas
- Involves as many post or club members as possible through the course of the year in (1) suggesting ideas for activities, (2) planning the activities, and (3) participating in the activities
- Is a dynamic and action-oriented program, changing and adjusting throughout the year to the growth and development of post or club members
- Is based on careful, consistent planning by the Explorers

- Emphasizes new skills, new ideas, new experiences, and new challenges

Planning a year's program is the focus of the next section. Some people think that planning is the dull part of an activity; it isn't. Brainstorming ideas is fun—if you really brainstorm. Seeing your new program take shape is satisfying. And learning how to plan might be the thing you look back on in the years ahead as one of the most important skills you gained in your Exploring experience.

LEARNING THE STEPS IN THE PLANNING PROCESS

You will plan your initial year's program in the post or club officers seminar. This section clarifies the process you will use so that you will be adequately prepared to apply this process in the seminar itself. In addition, your Advisor will guide you and offer assistance whenever necessary. Planning your year's program is divided into two parts:

- Part One: Deciding upon the activities for the year's program
- Part Two: Practicing the steps for planning an individual activity

PART ONE: DECIDING THE ACTIVITIES FOR THE YEAR'S PROGRAM

In planning your year's program, you will engage in four steps to help you arrive at a decision regarding the activities you select as a part of the program. Those four steps:

- 1. Gathering and evaluating information.** In this first step, you will gather and discuss the Activity Planner form, the initial Explorer Activity Interest Survey given after the officers briefing, the goals of an Explorer post or club, and the five emphasis areas. Every officer should be familiar with these four types of information, and it is important that you ask any questions you might have about the information you are reviewing.
- 2. Brainstorming ideas.** In this second step, you will suggest any ideas for activities that come to your mind. At this point, don't worry at all about judging ideas for their ultimate effectiveness in your year's program. That interferes with the brainstorming process. Rather, be creative, use your imagination, think about any and all possibilities. Keep visualizing answers to the question, "What could we do?"

3. **Discussing and evaluating your list of any and all activity ideas.** Now it's time to think about the value of your suggested ideas in relation to the information you reviewed in step one; namely, the Career Opportunities Worksheets, the Explorer Activity Interest Survey, the five emphasis areas, and the goals of the post or club. It is now time to stand back and objectively discuss the advantages and disadvantages of each idea and to weigh each in relation to the others.
4. **Selecting the activities for your year's program.** In this last step, you decide which activities you think would be best for the program, and you fit those activities into the post's or club's calendar. As a result of this last step, you should know which activity you plan to do in each month.

This four-step process helps you discover that planning involves gathering essential information and ideas, sorting that information and those ideas, and interpreting what you have sorted. Planning misses the mark when essential information is not considered or included, when creativity is missing in the process, or when people do not integrate the information and the ideas.

PART TWO: PRACTICING THE STEPS FOR PLANNING AN INDIVIDUAL ACTIVITY

In the post or club officers seminar, you will also go through the steps for planning one individual activity and then applying the same process to the superactivity. The purpose of this practice is to help you understand what goes into planning an activity so that you can later support, as necessary, the activity chair and activity committee who will do the actual planning. Support is much more meaningful when you can discuss the issues of each specific planning step.

The planning process consists of seven steps:

1. **Determine the desired outcomes of the activity.** In this step, consider the purpose of the activity and the goals you would like to achieve. You need to visualize what the members should gain as a result of engaging in this activity.
2. **Identify needed resources for the activity.** Identifying needed resources involves answering questions such as: What expertise, facilities, and materials are needed? Who can we get to help? What is available at the location? Where can we get the necessary equipment? The Career Opportunities Worksheets should be used in answering these questions.
3. **Consider alternatives in case of unforeseen circumstances.** This step involves considering the possibilities for different things that might affect the activity. What if it rains? What is the activity doesn't work as planned? Does it depend on a certain number of people participating?
4. **Make all the decisions involved with this activity.** Determine specifically who will be in charge of the activity. Which other people will have specific responsibilities for the activity? Who will teach the skills, organize the contest, serve as officials, and so on? How will the activity be organized? Decide where and when the activity will be held. All these decisions should be recorded on the Activity Planner (see the appendix).
5. **Develop a plan for how to share this activity with others.** In this step, discuss and decide how to inform the members about the activity. Consider whether a promotion effort is desirable to encourage all post or club members to participate.
6. **Carry out your plan for this activity.** The activity chair and activity committee are responsible for leading the activity. They carry out the decisions made and the responsibilities committed to, using the previous five steps as their guide.
7. **Evaluate the completed activity.** After the activity, the post or club leaders need to reflect on it and discover: Did the members like the activity? Were the desired outcomes (step 1) achieved? What would you do differently the next time?

After completing the post or club officers seminar, you should get to know these steps like the back of your hand, and so should every activity chair. That is an expectation you must clarify with the activity chairs of all post or club activities. These steps should become a part of the shorthand language of the post or club so that you can easily and effectively keep up-to-date on the planning of post or club activities in the year's program.

PLANNING AN INDIVIDUAL ACTIVITY

In the previous section, you practiced planning an individual activity. However, the actual responsibility for planning an activity belongs to the activity chair and activity committee. You have learned the planning steps to be able to support them.

Becoming a leader is not only a goal for you as a youth officer. The goal of an Exploring program is to also give every member leadership opportunities. Being an activity chair represents that kind of opportunity. Just as your Advisors hand off the

leadership of your post or club to you, you also look for opportunities to give leadership responsibilities to the members.

DEFINITION OF AN ACTIVITY

An activity is a hands-on experience in which all the members do something. A ski trip, volleyball game, computer workshop, dance, service project, swim party, career seminar, mock trial, fitness test, or ethics debate are examples of activities. Any activity that requires a great deal of planning is considered a superactivity! Every post or club should plan at least one superactivity per year. Doing so meets one of the requirements of the Journey to Excellence Award. Read more about JTE recognition in chapter four.

ROLE OF THE ACTIVITY CHAIR

The activity chair for an activity is selected by the post or club president and Advisor and is responsible for (1) planning, (2) promotion, and (3) conducting the activity. For relatively simple activities, the activity chair alone may be sufficient to carry out these three responsibilities. However, some activities in a post or club are more complicated. For these, the activity chair recruits a committee and, depending upon the activity, receives help from the Advisor, post or club committee, and consultants.

For example, if the activity is a bowling night, the activity chair probably can organize, promote, and run it alone. However, if the activity is a waterskiing party, then the activity chair might need other Explorers and adults to help with things such as equipment and transportation. Use the Career Opportunities Worksheets to identify adults who could serve as consultants, obtain equipment, provide instruction, and supervise safety procedures.

When a committee works with the activity chair to plan an activity, the chair and the committee should go through the seven planning steps together. It is the responsibility of the chair to be sure that the Activity Planner is filled out and filed with the post or club records.

WORKING WITH A CONSULTANT

Consultants can be a great asset to an activity. Because these adults have been recruited by your post or club committee, you need not hesitate to ask them for help. The activity chair should explain the activity to the consultant who is helping and find out how the consultant's expertise can be helpful for the activity. In addition, the activity chair should review with the

consultant what is expected of him or her and what equipment or supplies are needed, if any. After this discussion, the activity chair should follow up with a letter to the consultant, summarizing their discussion, so that there is no misunderstanding. Also, remember to thank the consultant after the activity is over.

DEVELOPING A DYNAMIC PROGRAM

The program you create in your post or club officers seminar is simply your initial program for the year. You should constantly fine-tune your program of activities throughout the year. That is what makes a program dynamic. The following things should cause you to stop and reassess your program:

- **Additional responses to the Career Opportunities Worksheets.** The Career Opportunities Worksheet is a form that should be used continually. Give a worksheet to any adult who potentially could help the post or club. The added information you receive from these responses could affect activities you would like to do.
- **Explorer Activity Interest Surveys.** Give Explorer Activity Interest Surveys to members on a consistent basis. Doing so allows you to check your initial program against new or changed interests, with other suggestions for activities, or with the interests of new members. If your post or club members know you are on the lookout for new activities, they are more likely to suggest ideas that come to their minds during the year.
- **Growth and development.** You and your post or club members will change and grow throughout the year. What seemed like an excellent idea at the beginning of the year might not seem so meaningful six months later. You might have additional ideas that better address where you are at these later points in time. Realize the importance of this new insight and awareness, and adjust your program accordingly.

YOUTH SECTION FIVE: HOW-TO GUIDE

This section deals with situations that you might face in an Explorer post or club in which some how-tos could be helpful. The following situations are covered:

- How to earn money, page 101
- How to brainstorm, page 104
- How to develop service projects, page 105
- How to plan your superactivity, page 106
- How to introduce a speaker, page 108
- How to lead a discussion, page 108
- How to teach a skill, page 109
- How to use parliamentary procedure, page 110
- How to generate publicity, page 111
- How to conduct a parents' night, page 116
- How to recruit new members. page 117
- How to use charts and posters, page 118
- How to make a speech or presentation, page 118

You might want to add other how-to areas that you discover are useful for your post or club. That way, your post or club will have a written record from year to year of these other how-to areas from which future officers might benefit. We recommend that the secretary put any additional how-tos in a similar format.

HOW TO EARN MONEY

Many posts or clubs decide to purchase equipment, take a trip, or plan a special project that requires additional funds. Explorers who pay their own way will appreciate the equipment or trip more than those who don't. The decision to plan a money-earning project should be made by the entire post or club. See the Learning for Life Money-Earning Application online at www.exploring.org. Once a money-earning project has been approved, all the members should participate in the project.

Posts or clubs should not seek contributions because this violates the policy of paying your own way and is against Learning for Life policy.

PLANNING A MONEY-EARNING PROJECT

In planning a money-earning project, your post or club should follow these guidelines:

- **Determine whether you really need the money.** First, review your current budget to be sure that members' dues will not be sufficient for your needs. If they aren't, determine how much money you need to raise for which specific needs. Then, develop a specific budget based on your needs and goals.
- **Be realistic.** Consider carefully what your members will actually do. Explorers have not been very successful with selling products door-to-door. Posts or clubs are more successful with one-time projects, such as a dinner, car wash, or Career Cards. For more information on Career Cards, please contact your local Exploring representative.
- **Decide how funds will be accounted for.** Decide in advance whether all funds raised will go into the post or club general funds, into individual Explorer accounts (within the post or club account) based upon hours worked and profits made, or a percentage into the post or club general funds and the balance into individual Explorer accounts. Explorer accounts belong to the post or club and can be used by an Explorer only to defray his or her share of costs of post or club activities.
- **Look for a need.** Find out whether there is a service or project your community or participating organization might need. Ask questions; you might be surprised. Some organizations in your community may be delighted to pay your post or club to do a special project or service as long as the project doesn't put someone out of work.
- **Get parents involved.** Parents are excellent resources for ideas. They might also be willing to provide leadership or assistance.
- **Review your money-earning project with your local Learning for Life representative and your participating organization.** Check Learning for Life policy, and check with your participating organization to be sure the money-earning project is appropriate. The Learning for Life money-earning policy is outlined on the Learning for Life Money-Earning Application that can be found online at www.exploring.org. It explains, in part, that:
 - The plans and the dates for your project will not conflict with any programs of your participating organization, local Learning for Life office, or United Way.

- Your plan should be in harmony with local ordinances, free from any stigma of gambling, and consistent with the ideals and purposes of Learning for Life.
- If a commercial product is to be sold, it should be sold on its own merits and not merely on the basis of “helping Exploring.”
- Those selling need to act as individuals without attempting to capitalize on the goodwill of Exploring to promote sales.
- The buyers, even if they are family and friends, should be able to receive their money’s worth from the product, function, or service.
- The project should be carried out in a manner that does not infringe on the rights of other units in the same area or on the right to a livelihood of local businesspeople and their employees.
- If any contracts need to be signed, they should be signed by an individual without binding or committing Learning for Life or the BSA in any way.

Keep these additional recommendations in mind:

- **Beware of promotional schemes or questionable product sales gimmicks.** Carefully check out the product and the reputation of its supplier before you become involved.
- **Develop a plan for your money-earning project.** Once you decide on a project, write a specific plan including assigned responsibilities and procedures for handling the money. Be sure that post or club members, parents, your participating organization, and your local Learning for Life office understand and approve your project. Submit a Money-Earning Application (available at www.exploring.org) to your local Learning for Life office. This is for your protection. The local Learning for Life office does not keep any of your post’s or club’s earnings.
- **Obtain necessary approvals before beginning your project.** Be sure to obtain any necessary licenses, approvals, health regulations, and other permissions in advance.
- **Complete a project appropriately.** After the project is completed, thank those involved, return any unsold products or borrowed equipment, and provide for proper accounting of funds.

Whenever your post or club is planning a money-earning project, this checklist can serve as your guide.

It will be helpful to you as you fill out the application. If your answer is yes to all the questions that follow, it is likely the project conforms to Learning for Life standards and will be approved.

1. **Have your post committee and participating organization approved your project, including the dates and the methods?** There should be a real need for raising money based on your post’s or club’s program. We should not engage in special money-earning projects merely because someone has offered us an attractive plan. It’s important to remember that individual youths are also expected to earn their own way. The need should be over and above normal budget items covered by dues.
2. **Do your plan and corresponding dates avoid competition with money-raising efforts and policies of other group/posts, and of your participating organization?** Check with your institution head to make certain that your organization agrees on the dates and type of fundraiser.
3. **Does your plan comply with local ordinances; is it free from any association with gambling; and is it consistent with the ideals and purposes of Learning for Life?** Money-raising projects that include the sale of raffle tickets are in violation of this policy. This question can be answered only in terms of specific proposals. If there is any question of its suitability, contact your local Learning for Life service center for assistance.
4. **If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Learning for Life, either directly (during sales presentations) or indirectly?** Teaching youth to become self-reliant and to earn their own way is an important part of training our youth.
5. **If tickets are sold for any function other than a Learning for Life event, will they be sold by your youth as individuals without depending on the goodwill of Learning for Life to make this sale possible?**
6. **Even when sales are confined to parents and friends, will they get their money’s worth from any product they purchase, function they attend, or services they receive from your post or club?** Here again is the principle of value received—a sale standing on its own merits—so that the recipients are not in any way subsidizing either Learning for Life or the participant. Youth must learn to pay their own way and to honestly earn the money to do it. You cannot permit anyone to use the good name of Learning for Life to sell a product.

- 7. If a project is planned for a particular area, do you respect the right of other Learning for Life posts or clubs in the same neighborhood?** It's a courtesy to check with neighboring posts or clubs or the local service center to coordinate the time of your project and to see that you aren't covering their territory. Your service team member can help you with this.
- 8. Is it reasonably certain that people who need work or business will not lose it as a result of your post's or club's plan?** Your post or club should neither sell nor offer services that will damage someone's livelihood. If possible, check with the people who may be affected.
- 9. Will your plan protect the name and goodwill of Learning for Life and prevent it from being capitalized on by promoters of shows, benefits, or sales campaigns?** Because of Learning for Life's good reputation, customers rarely question the quality or price of a product. Unchecked, the network of Learning for Life posts or clubs could become a beehive of commercial interest to the neglect of character building and citizenship training.
- 10. If any contracts are to be signed by your post or club, will they be signed by an individual without reference to Learning for Life and in no way appear to bind Learning for Life or the participating organization to any agreement of financial responsibility?** Before any person in your post or club signs a contract, he must make sure the venture is legitimate and worthy. If a contract is signed, he is personally responsible. He cannot sign on behalf of Learning for Life nor may he bind the participating organization without its written authorization. If you're not sure, check with your local Learning for Life service center for help.

IDEAS FOR MONEY-EARNING PROJECTS

The following ideas are post or club projects, not individual employment efforts. All funds for goods and services should be paid to the post or club to avoid conflict with tax and employment laws. The post or club is a nonprofit organization; individual members are not. Be sure the financial arrangements of your project do not violate child labor laws, income or sales tax regulations, or employment regulations. This is another reason to obtain approval of your Money-Earning Application from the local Learning for Life office.

- Work through your local Exploring representative to sell Career Cards, which are discount cards with coupons from local merchants. Most local

Exploring offices will coordinate this fundraising effort for all of its Exploring units.

- Wash cars (perhaps at an employee parking lot), wash airplanes (at a private airport), or wash boats (at a marina). Employees could pay as they come to work so that the post or club would have all day to wash and/or wax vehicles.
- Control traffic; park cars; operate a checkroom, nursery, or concession stand; sell programs; take tickets; serve as ushers; and perform other services at community or sports events, including cleanup when activities are over.
- Stage a pancake breakfast, spaghetti dinner, or similar event. Aim for the unusual, such as wild game dinners, chili cook-offs, barbecues, and so on.
- Offer a birthday party service. Plan games, dress as clowns, provide refreshments, supervise activities, and so on.
- Organize a color guard, drill team, band, dance group, or other entertainment for conventions or community affairs. Be sure the chamber of commerce and convention bureau know your group is available.
- Produce a play, carnival, fashion show, or booth show, selling tickets or space to other organizations.
- Conduct or be part of a garage sale, rummage sale, auction, flea market, swap meet, or other similar activity. Operate garage sales for neighborhoods or community organizations on a commission basis.
- Operate a Christmas tree lot, including making and selling wreaths, door decorations, or other holiday items. Wrapping gifts at a booth, a retail store, or a mall is another service that a post or club can do to raise funds.
- Perform services for businesses or organizations, such as stuffing envelopes, assembling kits, and so on.
- Collect aluminum, paper, glass, or other recyclable materials. Be sure you have a source who will buy your collections, and find out how the recyclables must be prepared.
- Sell Scouting show tickets. Participate and show others what your post or club does.
- Mow, rake, weed, trim, and clean up yards of homeowners or businesses.
- Operate a nursery or day care center during community events.

- Clean stadiums, fairgrounds, or other facilities after public events.
- Distribute newsletters or promotional fliers. (Don't necessarily endorse their product or cause.)
- Operate a weekend kennel, walk dogs, or provide other pet-related services.
- Sell or collect plant specimens.
- Pick fruits or vegetables.
- Catch or raise fish bait to sell.
- Shovel snow and treat icy walkways or parking lots.
- Design and sell T-shirts and similar promotional items.
- Perform household repairs, cleaning, painting, and similar services.
- Take photos at dances or conventions.
- Organize ski swaps, part sales, or similar functions for a commission or booth rental.
- Recycle the parts from defective products for a business or industry.
- Clean irrigation ditches, gates, or drains.
- Provide a crew for harvests or other events requiring temporary workers.
- Sign up with temporary service bureaus.
- Check vacationers' homes. Take care of yards, pets, mail, and so on, while they are away.
- Wash and maintain boats in marinas while owners are away.
- In resort areas, check and provide outside maintenance of vacation homes.
- Construct and maintain fences for farmers or ranchers.
- Organize a high school fashion show for a department store.
- Plant a garden on vacant land and sell produce at a roadside stand (with permission).
- Help people planning to move with packing, loading, garage sales, and cleanup.
- Maintain yards of vacant homes that are for sale. (Check with real estate agencies.)
- Check with political parties to provide meals, cleanup, or other services at rallies or picnics.
- Clean private beaches for resorts or homeowners.
- Sell programs or souvenirs at parades or celebrations.
- Offer to decorate floats for parades.
- Offer to run day care centers, staff day camps, help at summer camps, or help with similar events for churches and community organizations.
- Put on plays or run activities for youth groups.

HOW TO BRAINSTORM

Brainstorming is an essential part of good thinking, and it is also an essential part of making good decisions. How does brainstorming help you think better and make better decisions?

First, it helps you get out good ideas and information. Second, it fosters creativity; it encourages people to see possibilities. Brainstorming causes you to stretch: not stopping at the first thing that comes to your mind but continuing to think. Third, it encourages everyone in a group to participate. Fourth, brainstorming is fun, and causes us to get caught up with thinking in a way that makes us want to think some more.

Brainstorming is a part of many Exploring activities, like developing your year's program of activities. This how-to section offers some suggestions to help make brainstorming happen. We'll look at some suggestions to apply to yourself, and at some guidelines to apply to a group brainstorming together.

INDIVIDUAL SUGGESTIONS

Following are some suggestions to help you get in the mind-set to brainstorm:

- Relax. Let pictures come freely to your mind.
- Concentrate on what you're brainstorming about. Try to get everything else off your mind and focus on the subject at hand.
- Don't criticize or judge your own ideas internally. If you do, you'll start hesitating and being too careful.
- Take creative risks; think in terms of no limits.
- Believe in and use your own experiences as a springboard for ideas. Each person has all the experiences he or she needs for brainstorming.

GROUP GUIDELINES

Now you're ready. The next step is to help create the right kind of environment for the group to brainstorm together. You contribute to this kind of environment when you:

- Encourage as many ideas as possible.
- Don't judge ideas (as good or bad) during brainstorming.
- Don't look ahead to making decisions; stay totally in the brainstorming mind-set.
- Build on one another's ideas.
- Encourage participation from everyone in the group.
- Don't worry about the words you're using to express an idea. Simply try to describe the picture you're seeing.
- List the ideas that your group comes up with so that you don't lose them.
- Set aside phones and tablets so attention is focused on the brainstorming session.

When you engage in brainstorming, think about the two words that make up this word. Once you experience brainstorming, you'll realize that it is like a storm in the brain. Ideas begin to flow that you never knew you had—one idea breeds another idea, and that idea breeds yet another.

Brainstorming often surprises people. It blows off the thoughts that lie on top and exposes ideas we are often unaware are inside of us. We begin to appreciate more fully what we are capable of and how creative we are. By causing us to stretch beyond our usual way of thinking, brainstorming makes it hard for us to snap back to where we were before, because we've grown.

HOW TO DEVELOP SERVICE PROJECTS

In Exploring, it's important to demonstrate a post's orientation to the community. The purpose of this how-to section on service is to give you some ideas on developing your service projects. In particular, it describes one method that will help you first identify needs for service, and then identify projects that address those needs.

NEED-TO-SOLUTION METHOD

Performing a service project will be of the most value when you respond in some way to a need you see within your community. The following steps will help you identify both needs and solutions.

1. **Brainstorm a list of service needs.** Always begin in the brainstorming mind-set (see the how-to section on brainstorming). In this step, simply list any needs for service that exist in your community.

Think about experiences you've had, articles you've read, people you know, or things you've heard about. Don't worry about judging your service needs, making decisions, or choosing the words to describe a need.

The following is a sample list of needs that demonstrate both a variety of ideas and the authentic way in which the brainstormers in this situation expressed their ideas. A sample list of needs could include:

- Increasing people's interest in reading—especially kids
- Helping people overcome illiteracy
- Making bus travel safer
- Helping older people in the neighborhood with needs they may have in and around their homes
- Getting kids to be more physically active when they are out of school
- Helping educate kids and adults about the danger of texting and driving
- Helping out in emergency room waiting areas—for instance, helping people fill out forms or just sitting with them
- Helping educate kids about alcohol and drug abuse
- Helping people get to know their neighbors
- Helping people find out about dogs and cats available for adoption at a local animal shelter
- Helping with children who have been abused
- Helping with kids who are missing
- Helping people laugh more and enjoy life. What can we do to cheer people up?
- Helping educate the public about ecology, the environment, and protecting natural resources
- Helping the unemployed

2. **Pare and prioritize your list.** Once you've gathered a list of ideas, it's time to discuss the various ideas on that list. In this step, you sort through your ideas to weigh them. Your goal is to pare down your large list to the top three to five service needs. This will allow you to develop enough service projects to intersperse throughout your year's program of activities. In your discussion, ask questions like: "Which of these needs has the most meaning to

our post or club? Why? Do we see any common concerns that are a part of several needs? What needs do we really feel strongly about?"

3. Brainstorm solution ideas. You now have a pared-down, prioritized list of service needs. Opposite those needs, develop a brainstorming list of possible solutions (ideas for service projects) for each of the three to five needs. Go through the same process to develop this list as you did when you developed your list of service needs.

4. Select your service projects. Discuss and weigh the various ideas on your list for service projects. Select the best service project idea for each need. In your discussion, ask questions such as:

- What do we like most about each of these ideas? What do we like least?
- How could we use the career or special interest of our post or club in any of these service projects?
- Does this project idea really address the need we want to do something about?
- Will it make a difference in people's lives?
- Will our members get excited about carrying out this project?
- How will the people we're trying to help feel about our service project?

5. Carry out the seven steps for planning an individual activity. A service project is an activity, and it should be planned like any other individual activity. Select an activity chair and activity committee for each service project who will be responsible for carrying out the seven steps for planning an individual activity (see Part One: Deciding the Activities for the Year's Program) and for filling out an activity planner. In step two (identify needed resources), the post or club committee should be consulted to help identify and contact community agencies that might provide assistance with each service project.

A good service project can be very simple. It might never attract the attention of others. That doesn't mean it can't do as much good as projects that garner lots of attention. Attention is not the goal: service is. Sometimes, it's the little things we do consistently that make a real difference in someone's life. For example, think about an older person who has always loved to read but who can no longer go to the library. What if

you went with this person or went by yourself to the library to pick up and return books each week?

The goal of service projects is to improve the community or to help someone live a healthier, safer, more dignified, and enjoyable life.

HOW TO PLAN YOUR SUPERACTIVITY

The highlight of your post's or club's program should be its superactivity. A superactivity is a major project, activity, trip, or other event that piques the interest of your post's or club's members and serves as a long-range goal around which to rally your post's or club's program. A superactivity might be a trip to discover more about your post's or club's program interest, a long-term service project to help your community, an outdoor adventure trip, a training activity to become more proficient in your post's or club's program specialty, or even a visit to a foreign country.

A superactivity requires more than normal planning and preparation. The first step is to select a superactivity that all post or club members want to do. Then, make the decision: Commit to it. The money, equipment, leadership, and transportation seem less challenging once the commitment is made.

If your post or club is new, keep the superactivity simple so that it will be a success. Be sure to pick an activity that is within the capability of your post or club members.

The following considerations need to be a part of your planning.

- **Date.** Schedule your superactivity well in advance, preferably a year. This will allow post or club members to fit it into their personal and family plans. Be sure that your post or club committee, parents, and participating organization are aware of and approve of your plans.
- **Location.** Once you decide where the superactivity will be it is important to plan your travel. Make any necessary reservations well in advance. Be sure to find out whether any deposits are required. Get all confirmations in writing to ensure there aren't any hidden costs, rules, or surprises. Be mindful of cancellation penalties or fees associated with making changes. If using personal vehicles, check with the Advisor/Sponsor and local council for policies and procedures regarding transportation.
- **Adult leaders.** An adult male, 21 years of age or older, must accompany male Explorers. An adult female, 21 years of age or older, must accompany female

Explorers. At least two adult leaders must go on the activity. Adult leaders, recruited by the Advisor/Sponsor, may be associate Advisors/Sponsors, post or club committee members, parents, or members of the post's or club's participating organization. Don't forget to arrange for consultants to help with the program for the superactivity.

- **Equipment.** Determine and list the equipment needed, the equipment the post or club must secure from other sources, and the equipment the members need to supply for themselves. Determining these equipment needs should be done well in advance so that post or club members have ample time to obtain the needed items.
- **Food.** Food is an important consideration. Determine and list where you plan to eat; who has responsibility for planning menus and purchasing and cooking the food; the equipment that will be needed; and how much it will cost. Be sure that the menus include nutritious foods.
- **Lodging.** Determine where you will stay and what members need to bring if your superactivity involves lodging. Look into staying at military bases, Scout camps, hostels, churches, and with other posts or clubs. Make definite plans, and obtain reservations well in advance.
- **Budget.** Determine how much your superactivity will cost, how you will pay, and whether you need to pursue any money-earning projects. Break down the cost per member, and determine how you will pay along the way. Consider using traveler's checks.

HEALTH AND SAFETY

If your superactivity involves physical activity, make plans to get post or club members in shape and have medical checkups by a physician. Include safety, first aid, learn-to-swim, and related subjects at post or club meetings. Plan a shakedown trip or cruise to familiarize everyone with procedures and equipment. Consider sunburn, proper foot care, altitude, first-aid supplies, and emergency procedures.

INSURANCE

Contact your local council service center to find out if your post or club is covered under the council's accident and sickness insurance policy. If not, you are able to purchase the coverage, at a minimal cost, through your local council service center. Be sure to take along the necessary forms and claim numbers.

DEVELOPMENT OF PLAN

Carry out the seven steps for planning an individual activity, and be sure you have filled out an activity planner. Design a month-by-month plan to obtain the necessary equipment, funds, preparations, and promotion for your superactivity. Post or club members should be continually aware of and involved in the planning.

The post or club president and Advisor should recruit a member to be the activity chair and an activity committee sufficient to handle all the responsibilities. Involve associate Advisors, post or club committee members, and parents. The activity committee for your superactivity should meet regularly, and the activity chair should report on a monthly basis at your post or club officers' meetings and post or club meetings.

COMMUNICATION AND PUBLICITY

Be sure those at home know your schedule and how to contact you in case of an emergency. In addition, be sure you have emergency telephone numbers of parents. Give the local news media information on your superactivity, stressing any unusual, exciting, or newsworthy activities. See whether they will publish a daily report by one of your post or club members, including photos and follow-up reports. (Don't wait until you get back; by then, your trip is no longer news.) Once you have made these contacts with the media, it is essential that you follow through on all commitments.

Occasionally, a newspaper, magazine, or television station will even send a reporter along on all or part of your trip. In case of an accident or emergency, contact your local Learning for Life office first, and follow its advice on dealing with the news media for this kind of situation.

You may want to consider handling your own media communications. Prior to and during the activity, take advantage of social media. Promote your activity via the post or club website, Facebook page, Instagram page, or Twitter feed. Post photos and participants' statements and/or invite members to do so on their own sites before, during, and after to promote the event and the post or club. Be sure to agree to clear dos and don'ts with your members for this. You want positive and quality promotion of your event and post or club.

Detailed planning, involvement of post or club members, good communication, and effective leadership are the keys to having the best possible superactivity experience.

HOW TO INTRODUCE A SPEAKER

The proper introduction of people presenting programs to the post or club is important. Explorers expect qualified speakers, and a proper introduction lends prestige and sets the tone of the meeting. Here are some suggestions:

- Before the introduction, contact the speaker or someone who knows him or her to get the correct name (and pronunciation), title, job and family background, education, professional memberships, honors, hobbies, and any special interests or abilities. Condense this information into a brief and appropriate introduction. Practice giving your introduction. Be sure to pronounce the speaker's name correctly.
- Be brief. You are the introducer; not the speaker.
- Avoid clichés or stilted phrases such as, "This speaker needs no introduction ..." or "We are gathered here tonight ..."
- Avoid jokes or being too familiar unless you know the speaker well.
- Include the subject of the speech, why this subject is of interest to the post or club, and why this speaker was chosen to present this subject.
- Give the speaker a sincere buildup, but don't embarrass him or her by overdoing it.
- Save the speaker's name until last. This usually is a signal for him or her to step forward. Pause before stating it, state it clearly, and raise your voice a bit. "I am pleased to present (short pause) ... Mr. Donald Smith."
- Thank the speaker after the presentation.

SAMPLE INTRODUCTION

The following is an example of an introduction that incorporates some of the suggestions mentioned above:

"Careers in corporate law are of great interest to our Explorer post. Tonight we are honored to have a speaker whose experience and background will highlight these careers. After graduating from the Georgetown University School of Law, our speaker was assistant U.S. attorney for Ohio for three years before joining the legal staff of the General Foods Corporation. She belongs to the American Bar Association, Corporate Lawyers League, and United Fund board, and chairs our county legal aid society. She received the Governor's Medal for

Juvenile Justice and was elected to the Georgetown University Outstanding Alumni. Currently, she is the director of General Foods' legal department, serves as counsel to the board of directors, and has extensive legal experience in copyright law, patents, and product liability. Leisure time is spent with her husband and sons restoring their Victorian home and skiing in Colorado.

"It is a pleasure to present ... Jane Smith."

HOW TO LEAD A DISCUSSION

A group discussion is a planned conversation between three to 10 people on a selected topic, with a trained discussion leader. The purpose is to express opinions and gain information on the topic and learn from the other group members. Group discussion is an effective way to:

- Share ideas and broaden viewpoints
- Stimulate interest in problems
- Help participants express their ideas
- Identify and explore a problem
- Create an informal atmosphere
- Get opinions from persons who hesitate to speak

PREPARING FOR A DISCUSSION

Preparation is important to the success of any event. A discussion is no different. The following things encourage a good discussion to happen:

- The preferred seating arrangement is a circle, semicircle, U, or hollow square. All these formations allow everyone in the group to see one another.
- Make the room as comfortable as possible. Check the ventilation and lighting.
- Have paper and pencil ready to record main points.
- Start and end the discussion on time.
- Encourage informality and good humor. Permit friendly disagreement on the point under discussion, not among personalities.

GUIDELINES FOR A DISCUSSION

If you participate in a discussion, the following guidelines will help you contribute effectively to the group:

- Be an active part of the group.
- Work to solve common problems.
- Discuss completely, but do not argue.

- Contribute ideas related to the subject of the discussion.
- Ask questions to clarify ideas.
- Be clear and brief.
- Listen and learn.
- Write down good ideas.

LEADING A DISCUSSION

If you lead a group discussion, the following guidelines will help you distinguish your role as the leader versus that of a participant:

- Help the group feel at ease. Make sure everyone knows each other.
- Give everyone a chance to talk. Let the person talking remain seated. More people will participate, and those talking will feel more at ease.
- Don't allow anyone to monopolize the discussion. Interrupt the "speech maker" tactfully, and lead the discussion to another person.
- Call on individuals who seem ready to talk rather than going around the circle.
- Direct rather than dominate the discussion by easing yourself into the background when the group gets into the swing of it.
- Be sure the discussion is of interest to all the participants.
- Keep the discussion on track. If it gets sidetracked, bring it back to the main subject by suggesting more important points that need to be covered in the time allotted.
- If you feel that some important point is being neglected, mention it.
- Summarize periodically. Stop occasionally to review the points that have been made.
- Stick to the time limit. If there isn't time to cover the subject sufficiently, mention this in your evaluation, and take action to correct this before the next group discussion.
- Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag or become boring.
- Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in the discussion.

HOW TO TEACH A SKILL

This how-to section addresses two important issues: (1) how to teach, and (2) how to teach a particular skill. Let's start with talking about an approach to teaching, based on discovery and learning through experiences.

TEACHING

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

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

TEACHING A SKILL

Teaching a skill is more objective and tangible in nature than, for example, trying to teach an insight. However, the focus is still on the learners; you are trying to help them gain this skill and be able to use it with a sense of comfort and confidence.

In Exploring, skills often come into play in an activity situation, so it's important that you know how to teach a skill. This is especially important for activity chairs and activity committee members. Teaching a skill involves five basic steps:

1. **Preparation.** The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so that the skill can be demonstrated, taught, and practiced. For demonstrating and teaching, simulated or makeshift equipment is never adequate. Preparation also means that you have carefully thought through how to teach this skill in a way that causes the learners to understand its usefulness and to gain the necessary experience to acquire the skill.

2. **Explanation.** The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; and (2) to describe the subject in a simple, complete, and tantalizing way. The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill. The learners should be able to sense your respect for the skill and the importance of being able to perform this skill.
3. **Demonstration.** This is where you actually show how to do the skill. You need to demonstrate each step slowly and clearly so that the learners can easily follow you and gain confidence in their own ability to acquire this skill.
4. **Practice.** This is the heart of teaching a skill to others. In this step, the learners try out the skill under your guidance and careful coaching. Learners should have enough opportunity to try the skill so that they feel comfortable and confident. You should be especially sensitive to the differences in how people learn. Some participants in this practice might be ready to go very quickly, while others will need to practice the skill more deliberately.
5. **Application.** This final step gives learners the chance to demonstrate this skill to someone else. They become the teacher. You are still there in the role of a coach to provide help when necessary. This last step should give learners the awareness that they are ready to use this skill in actual situations.

TIME BALANCE IN TEACHING A SKILL

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

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

TIPS ON TEACHING A SKILL

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

- Be able to perform the skill well yourself.
- Review your own experience in learning it, and work out a series of steps for teaching it.

- Keep the instruction personal by working with an individual or small group and letting them teach others in this small group.
- Size up your audience's abilities and personality traits, and consider how the abilities and personalities affect your teaching of the skill.
- If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
- Don't interfere when learners try to do the task on their own. Don't interrupt their efforts unless they bog down or go off on the wrong track.
- Let the learners make mistakes if this will help them learn. Simply point out mistakes tactfully.
- Never make corrections sarcastically or for the benefit of onlookers.
- Encourage the learners by making remarks on their progress, pointing out the completion of each step, and remarking on the steps they have done well.
- Urge them to practice and to teach someone else.

HOW TO USE PARLIAMENTARY PROCEDURE

This short section about parliamentary procedure is not to be considered a complete set of rules to cover all possible questions that might arise. It is to be used as a guide to cover the points most often encountered. For a more detailed set of rules, we recommend *Robert's Rules of Order, Revised*, and *The Standard Code of Parliamentary Procedure* by Alice Sturgis.

MAKING A MOTION

Obtain the floor as follows: Address the president by saying, "Mr. President" or "Madam President," and then wait to be recognized before presenting a motion. State the motion carefully. This usually is done by saying, "I move that ..." or "I move the adoption of the following resolution." The motion must be seconded. A motion cannot be discussed unless it is seconded; also, unless it receives a second, it is lost. Any eligible voter other than the one making the motion may second it. That person simply says, "I second the motion."

The chairperson must repeat the motion in full and call for any discussion. The motion is then open for discussion. This is done by members of the group who obtain the floor by addressing the chair and being recognized by the chair. The person who made the motion is usually given the opportunity to open and close the discussion.

After the discussion, the vote is taken in one of the following ways: (1) acclamation, (2) standing or raising the hand, (3) roll call, or (4) ballot.

AMENDING A MOTION

An amendment to a motion is really a new motion made to change or modify the previous motion that is under consideration. An amendment may consist of any of these four elements:

- Add or insert a certain word, words, or sentence to the motion under consideration.
- Strike a certain word, words, or sentence from the motion.
- Substitute another motion for the one being considered.
- Substitute words to replace wording under consideration.

An amendment, like the principle motion, must be seconded. It is also debatable and may again be amended. The proper form for making an amendment is: “I move to amend the motion to read . . .” or “I move to amend the motion.”

The amendment to a motion, if seconded, must be voted upon before the original motion. If the amendment to the motion is carried, the original motion must be voted as amended.

POINT OF ORDER

A point of order may be raised by a member whenever an unparliamentary or disorderly procedure has been made. This may be done without recognition by the chair. If a person is speaking when a point of order is raised, then that person must stop speaking. The chair decides whether the point was well made. The decision of the chair may be appealed in the same manner as a point raised, except that it requires a second and is debatable. An appeal may be made by any member of the assembly and decided by a vote of the assembly. Business is resumed where it broke off, with any changes needed.

HOW TO GENERATE PUBLICITY

Publicity is the communication that a post or club produces or attempts to get in connection with an event or activity. Publicity can be in the form of a talk, special event, dinner, demonstration, exhibit, interview, conference, news story, feature story, or photo essay. The list is limited only by each post’s or club’s imagination and industriousness.

USING NEWS RELEASES TO GAIN PUBLICITY

News releases from organizations, business firms, and public relations agencies are a vital part of any newspaper. The goal of an Explorer post or club is to develop a news release that gains the attention of the editor for that section in a newspaper. Keep in mind that an editor wants news that is a timely, informative, unusual, interesting, or entertaining summary of something not seen or heard. It may have the element of conflict; report on progress or change; provide human interest; or be unusual, offbeat, informative, amusing, or helpful.

Editors judge news on the following points:

- **Timeliness**—Nothing is more dead or less interesting than yesterday’s news or events. Exploring events should be reported promptly.
- **Proximity**—Is an event or news item close to home? Does it have a local frame of reference? Can an Exploring event in another part of the country be tied in with the activities of a local post or club?
- **Importance**—Is the event or news item of some importance or benefit to the community?
- **Prominence**—Are prominent people in the community involved in any way? The involvement of a prominent person will more readily catch the reader’s attention.

WRITING NEWS RELEASES

Every news release must be written to answer the essential questions of a news item, commonly called the “five W’s plus one”:

- Who will do it?
- What will they do?
- When will they do it?
- Where will they do it?
- Why will they do it?
- How will they do it?

The structure of the news release is important. It must be written so that the reader has the essential information at the outset. The lead, usually the first paragraph or two, should summarize the five W’s to give the reader an overview. The subsequent paragraphs will specifically answer all six questions. Details should be given in descending order of importance. Information that is useful but not essential should be at the end of the release. Editors often cut from the bottom up, and this information likely will be the first to go.

The following rules should be observed in any news release: Be accurate, factual, brief, informative, and objective. Use active words. Mention the subject first. Be specific. Avoid repetition. News releases should be typewritten or computer printed on 8 1/2 x 11 inch paper, centered and double-spaced. The top of the page should include a title, contact name, and telephone number. The post or club number and participating organization are also needed. Do not use the reverse side of the page, but continue to another sheet of paper. Here are a few examples of news releases that an Explorer post or club might use:

News Release Sample 1: Election of Officers

Members of (participating organization) Explorer Post (number) elected officers for the coming year at their meeting (date) at (place). Newly elected officers are (list names, ages, schools attended, and offices). Post (number) is part of the national Exploring program, a career education program and an affiliate of the Boy Scouts of America. The Exploring program is open to all young men and women, ages 14 through 20 or in sixth through eighth grade, who are interested in (post specialty).

During the (date) meeting, post members also (give summary of other actions taken, activities planned, or invitations to membership).

News Release Sample 2: Special Post Trip

(Location) is the destination of (number) members of (participating organization) Explorer Post (number). The local Explorers will be in (location) from (date) through (date).

Making the trip will be (give names, ages, and schools attended). They will be accompanied by (give names of accompanying adults and titles). While in (location), the Explorers will (give general itinerary of trip, historic sites to be visited, and other activities planned).

The trip is planned as one of the post's special activities for this year. Post (number) is part of the (name) Council, Boy Scouts of America, and is made up of young men and women, ages 14 through 20, who are interested in (post specialty).

News Release Sample 3: Parents' Night

Parents of members in Explorer Club (number) have been invited to attend the club's meeting, (day and time), at (place). Parents have been invited to attend the (month, date) meeting to observe the workings of the club and become familiar with the club's special-interest

activities. Club (number) is made up of young men and women, ages 10 through 14, who are interested in (club specialty). The club is part of the national Learning for Life character and career education program, an affiliate of the Boy Scouts of America. At (day's) meeting, (give summary of guest speaker scheduled or other planned activity or event).

News Release Sample 4: Explorer Open House

Young men and women, ages 14 through 20 or sixth through eighth grade, who are interested in (post specialty) are invited to attend (participating organization) Explorer Post (number's) open house program (day, place, and time). The purpose of the open house is to encourage high school-age young people to participate in the program developed by the post. Exploring is an affiliate of the Boy Scouts of America. Potential members are being contacted as a result of a career interest survey administered in local high schools through the (name) Council, Boy Scouts of America. These survey forms pinpointed specific career choices of high school students. At (date) meeting, (give summary of scheduled activities). Representatives of (participating organization) attending the meeting will be (give names and positions held).

News Release Sample 5: Social Activity

A (social activity) will highlight the (month) program of Explorer Post (number). The (activity) will be held (date, time, and place). Post (number) is sponsored by (participating organization) and is part of the (name) Council, Boy Scouts of America. Post (number) is made up of young men and women, ages 14 through 20 or sixth through eighth grade, who are interested in (post specialty). Highlights of the (activity) will be (give summary of planned activity, listing important events, reasons for holding the activity, and invited guests). Representing (participating organization) will be (names and titles) who wholeheartedly support career education in (community name).

News Release Sample 6: Service Project

(Participating organization's) Explorer Club (number) will hold (service project) on (day and time) at (place). The purpose of the (service project) is (Give specific reasons for project.)

Explorer Club (number) is made up of young men and women, ages 10 through 14, who are interested in (club specialty). Club (number) is part of the (name) Council. (Give schedule of activities planned in connection with the service project.)

RADIO AND TELEVISION AS SOURCES FOR PUBLICITY

Local radio and television stations are another source for placing news items and stories. As with newspapers, it is important to know the media and the types of stories in which they might be interested. The following suggestions are helpful in trying to place stories.

- **Make contacts.** Staff members of radio and television stations are usually too busy to spend time with someone who drops in with vague ideas. Come prepared with written proposals or ideas. Know whom you want to see, and call in advance for an appointment. Possible contacts include:
 - News director or assignment editor. Present ideas for straight news coverage of an event, an unusual feature, a humorous story, or a documentary program.
 - Program director. Get ideas on local programs and how an Exploring story might be included.
 - Public service director. Find out how to place an announcement or a story: The public service director is responsible for balancing the competing demands for free air time.
- **Draft proposals.** Before trying to promote an idea or a story to a station, watch or listen to the target program on a regular basis. Become familiar with the type of program it is and with the style of materials presented. Write a specific proposal for a program or for program participation.
- **Get professional help.** Seek professional help in producing radio and television programs. A professionally trained voice and professional recording equipment will make an effective presentation. Television presents its own specific requirements:
 - Develop graphics that are not lost on screen. Television cuts off about 15 percent of the edges of a color slide, so copy and graphics must fit.
 - Write copy that “sells.” Ten words is about all that can be included on a slide.
 - Check color quality. Make certain the colors are defined. Washed-out color is not acceptable.
- **Evaluate news subjects.** News directors have an abundance of news assignments, so an Exploring event must have widespread interest to merit coverage. Short features, humorous stories, or presentations of useful information are more likely to be used.

- **Consider the production of programs.** Some posts or clubs might have their own show, but more likely, a post will have a segment on an existing program such as a talk show, sports program, or community activities program. Whatever the case, these points are important to remember if you make a presentation on television:
 - Check with the producer in advance. Determine what materials are needed: audiotapes, still photos, color slides, or film.
 - Make suggestions as to the types of questions an interviewer might ask.
 - Avoid simple yes or no answers. Be prepared to respond fully, but do not ramble. Get in the most important points first.
 - Check clothing. This is important for television. Avoid bright, flashy colors or sparkling jewelry. Wear appropriate clothing: Look your best.

ADVERTISING AS A MEANS OF PUBLICITY

Advertising, both in print and for electronic media, is an effective means of communication for an Explorer post or club, but it is important that materials be professionally produced. For a post’s or club’s advertising to be effective, some professional assistance is advised. Almost anyone can write a classified ad, but developing successful advertising for print and broadcasting calls for expert help in design, layout, writing, production, and media selection.

Seek the assistance of potential volunteers such as local advertising agencies, advertising departments of commercial organizations (manufacturers, department stores), university instructors, and advertising clubs. Freelance artists, photographers, illustrators, and copywriters also might be willing to help. Use the talents of retired people.

Preparation is essential. Before seeking professional help, do the following:

- **Determine your target audience.** Which group or groups within the community are you trying to reach with the message? This needs to be determined before any other action is taken.
- **Determine the purpose of the advertisement.** What action do you want your audience to take? Do you want young people to join an Exploring post? Are you seeking members of the community to serve on a special post committee?

- **Determine how to match the purpose of the ad with the needs of your target audience.** What appeals or messages can be used to meet the needs of your target audience? How can the programs and activities of the post or club be tied in with the needs of an organization within the community?

After making these determinations, research the circulation or audience of the newspapers, magazines, or broadcast stations that are being considered for placement of an ad. Research might indicate that their respective readers or listeners do not represent the group the post wants to reach with its message.

TWO CATEGORIES OF ADVERTISING

Advertising for the post can be broken down into two basic categories: public service advertising and public service announcements. Public service advertising refers to ads placed in newspapers or magazines, while public service announcements refer to announcements made on radio and television. Each form has its own requirements.

Category 1: Public Service Advertising

All print ads, ads placed in newspapers or magazines, contain the same elements:

- **Headline.** The headline attracts attention and involves the reader by promising a benefit, filling a need, providing news or information, or satisfying a want. (Example: You can explore tomorrow today!)
- **Text or copy.** The copy continues the information in the headline by explaining how the service or product can benefit the reader, or how Exploring meets the needs of a potential participant or participating organization.
- **Illustration.** Use a photo, artist's conception, line drawing, or other art to demonstrate the idea, show benefits, or appeal to wants and needs. Exploring ads are people ads, so use photos. A good photo with an appealing headline might be all that is needed.
- **Command.** Advertising should motivate the reader to take some action, so the urgency to do something must be there. As a result of the ad, the reader should be motivated to call, write, phone, join, support, or mail in a coupon.
- **Layout.** The message must stand out, so the layout must be pleasing to the eye and easily understood.

Category 2: Public Service Announcements

Public service announcements (PSAs) are also called spots. By either name, they are great for informing listeners about a post's or club's programs and activities. Because public service time is made available at no cost, any announcement about post or club activities likely will be included in a listing of various community events. A short, concise announcement that gives the viewer or listener all the pertinent information is most likely to be used on the air. Special post or club activities may also afford opportunities for submitting public service announcements.

It is important to be as concise as possible. The following format is useful in preparing a PSA:

- **Opener.** The first line must act as an intriguing headline, one that will catch the attention of the listener. Attention-getters include a challenging question, a statement of fact, a promise of some benefit, a contrast of two ideas or products, or a quotation from a prominent person.
- **Message.** The message must "sell" the product or idea. An Exploring spot can ask for support, stimulate recruiting, announce an event, invite the public, or provide information.
- **Command.** The spot must motivate the listener to take action.

Public service announcements can vary in length. They are 10, 15, 20, 30, or 60 seconds in length. The 30-second spot is the most common. Typewritten copy can be delivered to the station to be read by a staff announcer, or it can be recorded in advance and delivered to the station on audiotape or cassette. If this course is taken, professional announcers and technicians should be used to ensure good quality. Typed copy should be on a standard 8 ½ x 11 inch page, in a form similar to that used for news releases. The following examples of public service announcements indicate the format to be used:

PSA Sample 1: Membership Recruiting

Who has fun trying out new careers? The Explorers, that's who. You may join if you are interested in (post specialty) and if you are of high school age and under 21. (Participating organization) Explorer Post (number) gives young men and women the chance to learn about opportunities in (post specialty). Phone (number) for information about this program. That's (phone number) for Exploring. (30 seconds)

PSA Sample 2: Post Advisors and Volunteers

Young men and women in this community want to learn about (post specialty), but they need Advisors. If you are a (profession or job description), you can help form an Explorer post. Call (phone number) for details. (15 seconds)

PSA Sample 3: Special Event

Waterskiing season is almost here, and if you'd like to see a demonstration, come to (location) this (day and time). Explorer Post (number) will show you how to ski, exhibit new equipment, and conduct a safety clinic. That's this (day) at (time) at (location) for a waterskiing demonstration by Explorer Post (number). (20 seconds)

PSA Sample 4: Parents' Night

Parents of young men and women in Explorer Club (number) are invited to attend the club's meeting (day, place, and time). Parents are invited to attend the meeting to observe the operation of the club and to find out more about the programs and activities that are planned. That's Explorer Club (number), hosting parents' night (day, place, and time). (20 seconds)

PSA Sample 5: Explorer Open House

Young men and women, ages 14 through 20 or in sixth through eighth grade, who are interested in (post specialty) are invited to attend the meeting of Explorer Post (number) at (time, day, and place). The Exploring program of Post (number) is offered to high school-age young people by (participating organization). For more information about this meeting, phone (number). Take advantage of this opportunity to learn more about Exploring and opportunities in (post specialty).

PSA Sample 6: Service Project

Members of (participating organization) Explorer Post (number) are (service project) on (day and time) at (place). Phone (number) for further information. (10 seconds)

PHOTO PUBLICITY

Editors generally like photos of youth events because they rate high in readership studies. People of all ages enjoy seeing young people in print. If an event is newsworthy, the local paper might send out a photographer. However, newspaper staff photographers usually are busy with coverage of general news assignments. Therefore, an editor might be grateful for a good picture of a post event that can be used. Although it is not necessary to use the same equipment a professional photographer might use, it is

important to have a camera that will give a sharp, news-quality print. A high-resolution digital camera works best. Exploring photo opportunities include:

- **Spot news**—Get a picture of an unplanned happening.
- **Feature photo**—Cover a planned event or situation, usually arranged in advance.
- **Capture a mood or an emotion.**
- **Record photo**—Identify people, places, and things.
- **Photo story or essay**—Submit a series of photos on a central theme or subject.

It is essential that photos of post events show Explorers wearing the post uniform or other identifying clothing. Otherwise, nothing in the photo will distinguish the activity as an Exploring event.

An editor decides whether and where a photo is to be used. A number of factors influence this decision:

- **Technical quality**—The photo should be sharp, in focus, and precisely developed, with a good balance between black and white areas.
- **Composition**—Emphasis should be on one idea or subject, with proper lighting and an uncluttered background. Unwanted areas should be cropped out. Move in close to the subject. An average distance of five or six feet is best.
- **News value**—The photo should inform, interest, or entertain a majority of the readers.
- **Subject**—The subject should be prominently positioned.
- **Action**—The photo should show or imply physical action.
- **Good taste**—The photo should conform to ethical and moral standards of propriety for the public.
- **Freedom from clichés**—Avoid photos of hand shaking, crowd scenes, subjects staring at the camera, subjects looking at a piece of paper or pointing, ceremonial groundbreakings, and ribbon cuttings.

PHOTO ESSAY

A photo essay is a great device for gaining Exploring publicity. A photo essay is a planned and organized sequence of photos telling a story of an event, personality, or single subject or idea. Emphasis can be placed on words, with photos used to illustrate the text, or the pictures can tell the story with few words accompanying them. Many types of photo essays exist.

The following list provides some examples.

- **Theme**—Photos are arranged in a logical sequence to present a theme, such as an Explorer post traffic safety demonstration.
- **Repetition**—A person, idea, or object is shown in a series of steps. One person or idea is best. An example of this type of essay would be an Explorer riding along with a deputy sheriff.
- **Chronology**—A series of photos can be based on time alone, with no narrative or story line, such as photos of a post social event.
- **Narrative**—A story line series consists of a beginning, some elements of suspense, and a conclusion. An example would be a post exploring the inner depths of a cave.
- **Contrast**—Contrasting photos are used mainly in instructive photo essays, such as how to and how not to put out a fire.
- **How-to**—A how-to photo essay presents the series of steps for doing something, such as waterskiing.

To avoid wasting time, plan a photo essay in advance. Shoot the photos from a sequence known as a “shooting script.” Make a penciled layout, and take it and the photos to one of the newspaper’s editors for the best advice on how to proceed.

USING SOCIAL MEDIA TO GENERATE PUBLICITY

Of all the many ways to reach people in today’s world, there is no more useful tool than the internet. Social media has transformed how people interact. It has above all else enabled young adults—your peers—to communicate to the world and each other in a way that is unprecedented in human history. And it’s free!

There is an entire industry built around the effective use of social media for public relations, marketing, and promotions. As well as the knowledge you or your peers may already possess, there are Web articles, books, and professionals that can be helpful with organizing your online presence and social media publications. Consider seeking out a consultant (adult volunteer) for your social media efforts.

Make sure you employ the same considerations for your social media as you do for radio, television, and exhibits.

- **Theme**—Your social media presence should have a central message, not random comments or personal thoughts.

- **Impact**—Craft your content, messages, and posts to make viewers want to return to your site or friend or follow you. Keep it positive and related to what your post or club is all about.
- **Identification**—The social media presence should reflect your post’s or club’s emphasis or focus. It is never used to reflect personal or political points of view, especially when they do not reflect the opinions of all of your members. Use images, symbols, language, and hashtags that highlight what your program is all about. Be sure to confirm that the images you post are not copyrighted or prohibited.
- **Security**—Protect access to your social media accounts and limit who can post. Assign responsibility for social media to a person or small committee. Consider whether you want a particular post to be open to comments. If you post a YouTube video, do you want viewers to comment? Those comments will be read by everyone.
- **Photos**—“A picture is worth a thousand words” is a cliché that still holds true. Be sure to upload pictures from meetings, activities, trips, and anything else that demonstrates the excitement and value of your post or club. Keep it positive.
- **Professional assistance**—Businesses pay thousands of dollars to get just the right depiction of their company out to the world through social media. Recruit a consultant (adult volunteer) with experience or expertise with social media promotions. You may learn a lot and produce great content.

It is important for people in the community to see young men and women wearing some form of Explorer identification, such as a post or club T-shirt or uniform. Otherwise, a vital recognition of the post or club as an Exploring program may be lost.

HOW TO CONDUCT A POST OR CLUB PARENTS’ NIGHT

One of the most successful programs developed by posts or clubs is an annual post or club parents’ night held in February or March. This is a good opportunity to “show off” posts or clubs to the parents of Explorers, many of whom might not know much about Exploring.

OBJECTIVES

The objectives for a parents’ night include the following:

- To give Explorers a chance to show their parents what they have done in the post or club

- To recognize the post's or club's participating organization for its time, expense, and workforce
- To inform parents about Exploring and involve them in future program planning
- To give parents the opportunity to support the continuing success of Exploring by their financial support of the council

PROMOTION IDEAS

Make every effort to get all the parents of active Explorers to attend. Ideas that posts or clubs have used include formal invitations sent to parents, personal letters from the Advisor/Sponsor or participating organization, telephone committees, and good salesmanship by Explorers in urging their parents to come.

PROGRAM PLANNING

The post or club committee, Advisor/Sponsor, and officers select a suitable date during February or March. The key leadership of the participating organization should be involved in planning the program. Make every effort to show the best that the participating organization and post or club have available—displays, slides, tours, and demonstrations.

The program should be carefully reviewed with post or club members and committee members. Get everyone involved. Invite the top executive of the participating organization. Most executives will be delighted to tell parents about their post or club. Ask a member of the council Exploring committee to explain the relationship between the participating organization and Learning for Life.

HOW TO RECRUIT NEW MEMBERS

Some posts or clubs have waiting lists and don't have to worry about recruiting new members. However, the majority of posts or clubs must make regular efforts to find and recruit new members. The following methods may help:

- **Career interest survey**—Many councils conduct a career interest survey of high school students. The names and addresses of those in your post's or club's program area should be available. The head of your participating organization or post or club president should write a personal letter to each, inviting them to an open house or other special post or club function. A typical response rate is one out of four because those on your survey might have moved, changed interests, or are unable to attend. Follow up with a reminder phone call just before the meeting.

An alternative to the survey is to contact nearby high schools to see whether the counselor has names of students who might be interested in your post or club specialty, especially if yours is a career post or club. The counselor might be willing to give you the names, distribute letters of invitation, or even arrange a meeting after school for those who might be interested.

- **Publicity or promotion**—Many posts or clubs place meeting notices or posters in schools, churches, or young adult centers. Radio and newspaper publicity could feature your post or club and invite those interested to attend an open house. High-adventure posts or clubs put up notices in ski or outdoor equipment stores; sports posts or clubs place notices in gyms; and other special interest posts or clubs distribute information in similarly appropriate locations.
- **Social media**—Have current members and Advisors promote and post through social media sites to their friends and associates. You can make a YouTube video or share a hashtag to build interest and attract prospective members.
- **Personal contact**—Ask each post or club member to list three to five prospective members on cards. The administrative vice president sorts the cards and eliminates duplication. The names are reviewed at a post or club meeting, and those who know the people best are assigned to invite them to a meeting. Don't assign more than three prospects to a post or club member. Set a target date for the contacts to be completed, with regular reports on progress.

RECRUITING TIPS

When prospective members visit your post or club, make them feel welcome. See to it that post or club members circulate among the prospects and encourage them to join. Get names, addresses, and phone numbers. Call them right after the meeting and invite them to the next meeting. Keep careful track of who came, and be sure they know you want them to join and when your next meeting takes place. Avoid any jokes about initiations or voting on new members, because this might turn off prospects. The Advisor or associate Advisor might call the prospect's parents to tell them about the post or club and to encourage their son or daughter to join. Recruiting new members should be an ongoing process. Most posts or clubs experience a turnover in membership. Members move, get jobs, or graduate and are unable to continue in your post or club. Watch your attendance, contact members who miss two or three meetings, and continually encourage post or club members to look for and invite prospects.

HOW TO USE CHARTS AND POSTERS

Charts and posters can be used effectively in a post or club. The goals of Exploring or the desired outcomes of a particular activity could be listed on a chart or poster.

Presentations and officer reports may also make use of posters or charts. In particular, charts and posters are used to:

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview
- Add variety to discussions
- Promote speed learning
- Increase retention

MAKING POSTERS

You don't have to be a sign painter or an artist to make good posters. Follow these simple rules, and your posters will carry a terrific punch:

- Select the main idea. Jot down a few simple words that explain it.
- Decide on the desired effect—funny, dramatic, serious, or factual.
- Try different ideas. Brainstorm at least five ideas, and put them down on scratch paper.
- Use attractive and legible lettering.
- Block out the chart using lightly penciled guidelines.
- Use plain, block letters. Make them a little taller than they are wide. If you want to improve on your handwriting, use plastic stick-on letters or pressure-sensitive letters, trace lettering patterns, or use letter stencils. This saves a lot of time.
- Don't squeeze the letters together or place them too far apart.
- Avoid fancy or difficult-to-read lettering.
- Incorporate color and illustrations.
 - Color adds interest to posters. Use colored ink or poster paint to fill in letters.
 - Select colors that contrast sharply with the background color.

- Cut out or trace pictures from magazines.
- Make the main idea the largest and brightest.
- Use white space effectively.

HOW TO MAKE A SPEECH OR PRESENTATION

When called upon to make a speech, consider the following suggestions to help make your speech more interesting, worthwhile, and fun for both you and your audience.

- Prepare.
 - Find out about your target audience. Consider their interests, their ages, their needs, and anything else about them that will help you connect with them.
 - Write down the purpose of the speech (or review the learning objectives), and decide on the ideas that should be covered.
 - Research the subject, taking brief notes.
 - Talk with others who know the subject, and make notes of their ideas.
 - Outline your speech, including only the most important points. Put them into a logical sequence.
- Practice.
 - Rehearse your speech until you have it well in mind. Some presenters like to use a tape recorder so that they can hear themselves.
 - Write in your notes the time allotted to major points. This will help you stay within the time limits.
 - Put your outline in final form so that it will not be cluttered with discarded ideas.
 - Try to be ready for extemporaneous speaking, with an occasional look at your outline. Do not memorize or read it word for word.
 - When you are well prepared, you will feel more at ease during the speech. Also, it helps to take a few deep breaths before you begin.

- Personalize.
 - Make each person feel that you are talking to him or her. Look at the audience as individuals, not as a group. If you are nervous, find a friendly face in the audience, and direct your remarks to that person for the first few minutes.
 - Watch the group’s reaction as you go. Stay close to their interests.
 - Use thought-provoking questions. This will help stimulate everyone’s thinking. It also will help you get feedback from participants, which will tell you whether they understand what you are saying.
- Demonstrate.
 - Use a chalkboard or flip chart to list your main points, or draw diagrams or sketches while you talk.
 - Training aids help make your speech more interesting and reinforce the learning process.
 - Balance what you say with what you show. Don’t let the visual aid be so elaborate that it is distracting.
 - Show the equipment and materials needed to do what you are talking about.
 - Show literature resources on the subject.
 - Illustrate your important points with human interest stories, preferably something that actually happened. True stories, not necessarily funny, are excellent. When interest is waning, an amusing story usually helps to re-engage the audience.
- Pace yourself.
 - Stay within the time limit.
 - Stay on the subject; don’t get sidetracked.
- Summarize.
 - Restate the main idea or problem, its importance, and the major points you have made.
 - Give your listeners a chance to ask questions either during or after the speech.

YOUTH SECTION SIX: LEADERSHIP CHECKUP

In this leadership reflection section, you will have an opportunity to think about and check on your growth and development as an officer. Because one of the responsibilities of the post or club president is to “assess on an ongoing basis whether the responsibilities of the officers are being carried out effectively,” the president should ensure that the checkup becomes an integral part of officer training. Take this checkup on a regular basis, at least every three months. In addition, it’s a good idea to have the members of your post or club take this checkup as well, so that you have a comparison of how they feel and how you feel.

During this checkup, be sure that you:

- Are honest with yourself and one another
- Give yourself credit for your growth and development
- Consider your own growth as an individual officer and the growth of your youth leadership team as a whole
- Are as specific as possible

What happens in this checkup is helpful to each officer because you get a better feeling for your strengths and what you’ve accomplished as an individual officer and as a youth leadership team. You’ll not only have a chance to look back, you’ll also have the opportunity to see what you would like to work on and accomplish in the next three months. You will find that accomplishing specific goals is motivating: It spurs you on to want to accomplish other specific goals.

CHECKUP POINTS

First complete the following individually, and second, discuss your responses as a group. It is important that you think through and answer these questions on your own before discussing your responses with one another.

1. Describe specific areas of growth. Growth refers to anything you’ve learned or gotten better at, such as making presentations, listening to others, being on time, doing the little things you used to avoid, letting others lead, encouraging others, or taking the lead where once you might have held back. Think of anything that shows some kind of growth. Describe areas in which you personally have grown.

YOUTH SECTION SEVEN: EXPLORING OFFICERS ASSOCIATION

2. Rate your youth leadership team on the following scales in terms of how you feel you have worked to achieve the goals of Exploring and carried out your individual responsibilities.

Goal 1: Gain practical experience in the career or special interest of the post or club.

Goal 2: Engage in a program of activities centered on the five emphasis areas to encourage an understanding of and the development of the whole person.

Goal 3: Experience positive leadership from adult and youth leaders and have opportunities to take on leadership roles.

Goal 4: Have a chance to learn and grow in a supportive, caring, and fun environment.

3. Explain the ratings you gave in the previous question.
4. Describe specific moments of leadership that you've taken notice of since the previous checkup. Describe actual experiences you were a part of or observed.

First, in regard to yourself; second, in respect to any of the other officers; and third, in respect to post or club members.

In your group discussion, share your examples where you saw other officers or members demonstrate special moments of leadership. Keep the examples about yourself to yourself, and see whether anyone else noticed these examples in regard to you. If they didn't, that doesn't take away from the significance of those experiences for you. In addition, see whether you are surprised by any examples that others observed about you, that you missed or didn't think were important.

5. Set goals based on these questions and needed areas of improvement. Think about your responsibilities as an individual officer and the four goals of Exploring. What do you think are realistic goals for yourself and for your leadership team?

First, in regard to yourself; second, in regard to your leadership team as a whole.

In the discussion following this checkup, try to come to a consensus about the specific areas of growth for you as a youth leadership team, and talk about specific ways to achieve this needed growth.

The Exploring Officers Association (EOA) is the youth leadership organization for Explorers. Explorers gain practical experience and knowledge about leadership, organizational structure, and governance. The role of the EOA—at all levels—is to provide:

- Leadership and guidance for national, regional, area, or council Exploring programs
- Trainings and special events
- Input and support for national and council initiatives and activities
- Promotion of Exploring at every level

NATIONAL EXPLORING OFFICERS ASSOCIATION

Area, region, and national EOA representatives are elected by Explorers from across the country. Only council EOA presidents are eligible to run for area, regional, and national positions.

COUNCIL EXPLORING OFFICERS ASSOCIATION

Each post's and club's elected youth president is an automatic member of the council's EOA. EOAs should meet on a regular basis to address the objectives listed above. Contact your local council to learn more about your EOA.

APPENDIX

Click on each entry for a sample.

Activity Planner
Explorer Activity Interest Survey
Meeting Agenda Worksheet
Open House Sample Agenda
Secretary's Records
Treasurer's Records
Youth Officers Briefing Agenda
Youth Officers Seminar Agenda

Find the following forms at www.exploring.org:

122 Adult Application
123 Background Check Exemption
124 Incident Information Report
125 Medical Record
126 Medical Claim Form
142 Memo of Understanding
154 Money-Earning Application
155 Near Miss Info Report
New Post/Club Application
Parent Consent
Youth Application

Activity Planner

Youth Activity Chairperson _____ Adult Consultant _____

Youth Phone No. _____ Adult Phone No. _____

Other information _____

NAME OF THE ACTIVITY _____

Date: _____ Location: _____

RESOURCES NEEDED _____

ALTERNATIVES What is the alternate plan in case of bad weather or other factors? _____

PERSONNEL

Delegate responsibilities to appropriate members.

Job to be done	Assigned To
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Follow up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

CARRY OUT THE PLAN/CONDUCT THE ACTIVITY

Just before the activity, double-check all arrangements.

NOTES: _____

After the activity, thank everyone involved, and leave things clean and in good order.

AFTER-ACTION EVALUATION

Use a separate sheet to explain your reasons for how you answered.

Should the post do this activity again? ___ Yes ___ No

Number participating: _____ Explorers _____ friends _____ adults

Explorer Activity Interest Survey

Look at the list, and place a check mark in front of three items you would like to see planned as part of the Exploring program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

Name: _____ School: _____

<input type="checkbox"/> Bowling	<input type="checkbox"/> Movies	Sports Activities:
<input type="checkbox"/> Camping	<input type="checkbox"/> Music	_____
<input type="checkbox"/> Career Fair	<input type="checkbox"/> Photography	_____
<input type="checkbox"/> College Planning	<input type="checkbox"/> River/White-water Rafting	Hobby Interests:
<input type="checkbox"/> Community Clean-up Project	<input type="checkbox"/> Rock Climbing/Rappelling	_____
<input type="checkbox"/> Computers	<input type="checkbox"/> Roller Skating	Other Ideas:
<input type="checkbox"/> Conservation Project	<input type="checkbox"/> Sailing/Canoeing	_____
<input type="checkbox"/> Cycling	<input type="checkbox"/> Snorkeling/Scuba Diving	_____
<input type="checkbox"/> Dance	<input type="checkbox"/> Snow Skiing	
<input type="checkbox"/> Field Sports	<input type="checkbox"/> Swimming	
<input type="checkbox"/> First Aid Training	<input type="checkbox"/> Tour of City (area)	
<input type="checkbox"/> Fishing	<input type="checkbox"/> TV or Radio Station Visit	
<input type="checkbox"/> Horseback Riding	<input type="checkbox"/> Waterskiing	
<input type="checkbox"/> Ice Skating		

UNIT MEETING AGENDA WORKSHEET



3 Min. **1. Call to Order and Introduction of Guests**

President

10 Min. **2. Old Business**

A. Secretary reads minutes of previous meeting

Secretary

B. Treasurer reports

Treasurer

C. Officers report

President/Vice President

10 Min. **3. New Business**

President

A. Discussion by unit participants on matters that need a decision.

B. Registration of new participants

VP of Administration

C. Promotion of upcoming events

VP Program

D. Unit leader comments

Post Advisor/Club Sponsor

45 Min. **4. Unit Activity* Program**

Youth Activity Chair

A. Remind Explorers about materials needed, requirements, or what to bring and wear, etc.

B. Introduce presenters.

C. Carry out plan and conduct the activity.

2 Min. **5. Announce Date, Place, and Time of Next Meeting**

President

5 Min. **6. Closing**

Assigned Participant

7. Refreshments and Fellowship by Participants

After the meeting: Advisor/Sponsor and president confirm plans for the next officers' meeting. President follows up with next meeting; youth activity chair to double-check all arrangements.

* NOTE: Conduct activity planned by committee and consultants using the activity planner.

OPEN HOUSE SAMPLE AGENDA

- 1. Greeters (15 min prior to meeting start)**
Greet the young people at the door. Welcome them, hand out nametags and the post or club program outline, and complete sign-in roster.

Unit Committee
- 2. Introduction and Welcome (3 min)**
The post Advisor or club Sponsor starts the meeting with a welcome, and all participants of the adult leadership team introduce themselves.

Post Advisor/Club Sponsor
- 3. Greetings From the Host (7 min)**
The head of the participating organization gives the group a brief background on the organization's interest in organizing an Explorer post or club and the organization's commitment to this unit. This brief talk should be motivational in tone. Be sure to coach this person beforehand in the correct use of Exploring language so that the individual feels comfortable and appears knowledgeable.

Executive Officer
- 4. Icebreaker (10 min)**
Conduct an exercise that will help stimulate the participants to speak more freely by requiring everyone to talk for a few minutes. Games such as the interview game or famous person ID game will help to break the ice.

Explorer
- 5. Description of Exploring and Purpose of Exploring Unit (7 min)**
Consider creative ways to explain the meaning of Exploring. For a new unit, you could have a president from another post or club introduce Exploring.

Explorer
- 6. Description of Upcoming Program of Activities (3 min)**
Distribute copies of your planned program, with dates and times, for the first three months of the unit's year. During this part of the meeting, you should explain the election of youth officers and their responsibility to lead the program of this Exploring unit.

Post Advisor/Club Sponsor
- 7. Hands-On Activity (30-40 min)**
Design a hands-on activity for each group to participate in. This should be a new experience and one of the most fun activities planned for the unit's first three months.

Unit Committee
- 8. Participation Process (5 min)**
Explain the participation process. Explain that the national participation fee includes liability insurance and activities, awards, and scholarships supported by Exploring.

Post Advisor/Club Sponsor
- 9. Invitation to Join (20 min)**
Serve refreshments. Collect participation fees from those ready to join, and mark the sign-in roster "paid." Ask others to have their fees ready by the second meeting, and mark their names "not paid."

Explorer
- 10. Closing Comments (5 min)**
Give a brief, motivational send-off. Be sure everyone knows the date, time, location, and program for the next post or club meeting.

Executive Officer

EXPLORING™

DISCOVER YOUR FUTURE

THIS IS THE RECORD OF POST _____ or CLUB _____ of the _____
Participating Organization

City _____, State _____, Zip _____

WE MEET IN THE _____
Meeting place

every _____
(Example: second and fourth Wednesday of each month)

OUR ADULT LEADERS ARE

	Name	Address	Phone
Advisor/Sponsor	_____	_____	_____
Associate	_____	_____	_____
Associate	_____	_____	_____
Associate	_____	_____	_____

OUR COMMITTEE PARTICIPANTS ARE

Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____
Participant	_____	_____	_____

OUR YOUTH ELECTED OFFICERS ARE

President	_____	_____	_____
Successor	_____	_____	_____
First Vice President	_____	_____	_____
Successor	_____	_____	_____
Second Vice President	_____	_____	_____
Successor	_____	_____	_____
Secretary	_____	_____	_____
Successor	_____	_____	_____
Treasurer	_____	_____	_____
Successor	_____	_____	_____

ADDITIONAL ELECTED OFFICERS ARE

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ROSTER

LAST NAME (List names alphabetically)	FIRST NAME AND INITIAL	STREET OR RFD	CITY AND ZIP	AGE	GRADE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					

FAMILY DATA

LAST NAME (List names alphabetically)	HOME PHONE	COMMUNITY AFFILIATION	PARENT'S PROGRAM CAPABILITY		
			FIRST NAME AND INITIAL	OCCUPATION	SPECIAL HOBBY OR SKILL
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					

ATTENDANCE

LAST NAME (List names alphabetically)	SEPTEMBER MEETINGS				OCTOBER MEETINGS				NOVEMBER MEETINGS			
	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												

ATTENDANCE

LAST NAME (List names alphabetically)	DECEMBER MEETINGS				JANUARY MEETINGS				FEBRUARY MEETINGS			
	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												

ATTENDANCE

LAST NAME (List names alphabetically)	MARCH MEETINGS				APRIL MEETINGS				MAY MEETINGS			
	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												

ATTENDANCE

LAST NAME (List names alphabetically)	JUNE MEETINGS				JULY MEETINGS				AUGUST MEETINGS			
	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES	OFFICERS	FIRST POST	SECOND POST	OTHER ACTIVITIES
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												
31												
32												
33												

RECOGNITIONS

LAST NAME (List names alphabetically)	List awards, other honors, and outstanding leadership in church and school in studies, activities, or sports.	
	AT CHURCH	AT SCHOOL
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		

RECOGNITIONS

LAST NAME (List names alphabetically)	List awards, other honors, and outstanding leadership achieved in the community.	List most important recognition achieved within the program.
	IN THE COMMUNITY	WITHIN THE PROGRAM
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		

LEADERSHIP RECORD

LAST NAME (List names alphabetically)	PRESIDENT		FIRST VICE PRESIDENT		SECOND VICE PRESIDENT		SECRETARY		TREASURER		OTHER OFFICER POSITION		ACTIVITY PARTICIPATION "C," COMMITTEE CHAIR "M," COMMITTEE PARTICIPANT										
	From	To	From	To	From	To	From	To	From	To	From	To	1	2	3	4	5	6	7	8	9	10	
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							
15																							
16																							
17																							
18																							
19																							
20																							
21																							
22																							
23																							
24																							
25																							
26																							
27																							
28																							
29																							
30																							
31																							
32																							
33																							

CAREER AND HOBBY CHOICE

LAST NAME (List names alphabetically)	CAREER		HOBBY OR SPORT	
	1st Choice	2d Choice	1st Choice	2d Choice
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				

SUPERACTIVITY PARTICIPATION

LAST NAME (List names alphabetically)	List your program's superactivity in box below and insert date and number of days for each participating Explorer.			
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				

MINUTES OF OFFICERS' MEETING FOR _____
Month

Place _____ Date _____ Time _____

Call to order, introductions, etc. Presiding _____

Minutes of last meeting read and approved _____ (or) corrected and approved _____

Reports and old business: _____

New business: _____

“Action” assignments (report at next meeting) _____

Advisor’s comments: _____

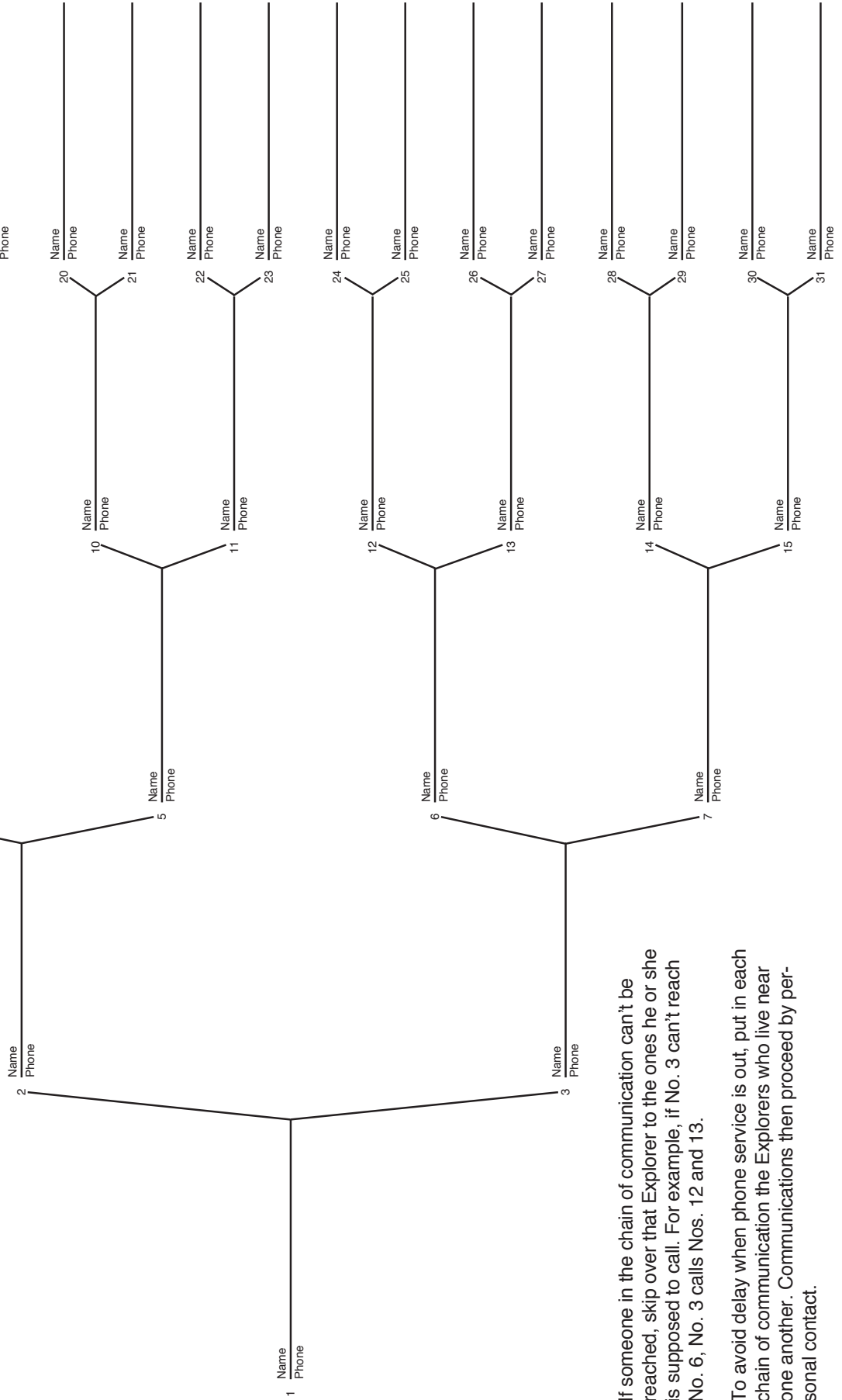
Next meeting: _____ Place _____ Time _____

Signed _____
Secretary

TELEPHONE NETWORK

The person activating this telephone network will call No. 1. Then the calls proceed as indicated below by the fastest possible method, even if phones are out of order or roads blocked.

For example, No. 1 calls Nos. 2 and 3. Then No. 2 calls Nos. 4 and 5, while No. 3 calls Nos. 6 and 7. So it goes until everyone has been notified.



If someone in the chain of communication can't be reached, skip over that Explorer to the ones he or she is supposed to call. For example, if No. 3 can't reach No. 6, No. 3 calls Nos. 12 and 13.

To avoid delay when phone service is out, put in each chain of communication the Explorers who live near one another. Communications then proceed by personal contact.

EXPLORING™

DISCOVER YOUR FUTURE

This is the financial record of Post / Club _____ of the _____
Number Participating Organization

City State

We meet at _____ every
Meeting Place

_____ at _____
Dates—i.e., every second and fourth Thursday of the month Time

The current treasurer is _____
Name Address

Successor _____
Name Address

The following persons are qualified to sign checks:

Treasurer _____
Name Address Phone

Successor _____
Name Address Phone

President _____
Name Address Phone

Successor _____
Name Address Phone

Advisor _____
Name Address Phone

Successor _____
Name Address Phone

Committee participant
 (consultant to
 treasurer) _____
Name Address Phone

Program funds are kept in the _____ Bank _____
Address

in checking account No. _____, savings account No. _____

Accounts of this post are audited every three months by _____
Name

Address Phone

CONGRATULATIONS, TREASURER!

YOU'LL ENJOY YOUR JOB . . . IF YOU UNDERSTAND IT

You can easily become expert at your new job if you seriously try to find out what it is all about and take the necessary time to do it right.

First, become familiar with your duties and talk things over with the previous treasurer, Advisor or Sponsor, or consultant on the post committee to capitalize on their experience.

Second, read and follow the instructions in these Treasurer's Records. They will prove to be a great help.

IF YOU ARE BUSINESSLIKE

You evidently have the complete confidence of the participants of your post because they elected you, and

people are particular about who handles their money. The best way to keep that confidence is to do your job in a businesslike manner by keeping accurate accounts. This means you should keep all records up to date and in writing. Keep post funds separate from your own money at all times.

IF YOU COOPERATE WITH ADULT HELPERS

As the treasurer, you carry the responsibility for finance records and are the official watchdog of funds. But you are not alone, because in addition to your Advisor or Sponsor, a member of the committee is assigned as your consultant and has the responsibility of helping you carry out your duties. He or she doesn't do your job for you, but with you, and is responsible to the committee. This adult will be available to help you and will arrange for an audit of your accounts once every three months.

INSTRUCTIONS

SETTING UP A BASIC BUDGET PLAN

A basic budget plan is determined for one year at an officers' meeting. It should be a well-thought-out system of forecasting and meeting the financial obligations of your program. With the help of your adult consultant from the committee, you prepare a basic budget plan to submit to the officers.

Find the budget plan (a few pages forward) with an itemized explanation of its contents that will help you in preparing a tentative budget to submit to the officers. Once the officers decide on a budget, your next job is to present it clearly to the participants at the next post or club meeting. After the participants have suggested changes, it must again be referred to the officers at their next meeting. They then determine its final form.

Once the budget has been established, you, as treasurer, become its watchdog. Keep both the officers and the participants constantly aware of the budget as it relates to expenditures and income of the post.

COLLECTING AND RECORDING DUES

To do a good job of collecting and recording dues, the treasurer should:

- Keep an accurate record of dues received, using the sheet provided for that purpose. Make copies

as needed. Posts or clubs may collect dues annually, semiannually, quarterly, monthly, or by a combination of these methods. Your job is to collect them using whatever method the program has decided upon.

- Make sure new participants understand the budget and their responsibilities to it. Explain the budget plan to new participants and start them out right by asking that dues be paid on time.
- Keep the participants aware of their responsibilities by occasionally posting or announcing the names of participants who are behind in their payments.

RECEIVING MONEY AND PAYING BILLS

The treasurer must keep a complete record of the program's income and expenditures during the year. These Treasurer's Records include an explanation of how this is done, and the necessary forms. This system relies upon you to follow the few basic rules listed below. Not only do you follow these, you also insist that the entire post or club participation observes them.

- All items of income and expenditure must be accounted for in writing. Every participant has a right to know what the money is spent for and you, in turn, have the right to request written evidence of money handled by activity committees and officers of the program.

- Purchases must be authorized in advance by the officers. This keeps you and the rest of the officers aware of major purchases and prevents anyone from buying or charging articles without proper authority.
- All activities involving the collection and disbursement of funds must be reported in writing to you the treasurer. Activity chairs are responsible for this report.
- All payments (except for purchases from petty cash) should be made by check. Details on how to establish and handle a checking account can be found on later in this packet.
- Records must be kept up to date. As the treasurer, use your time well so that your records are always current.

You will find that it's fun to have the reputation of being able to find a receipt, write a check, or balance your books at the drop of a hat.

PETTY CASH FUND

From time to time, you will need to buy or have someone else buy items that involve small sums of money. It is not practical to pay for them by check, for in some cases the check charge might exceed the cost of the article. To keep matters simple, set up a petty cash fund.

A petty cash fund of \$5 to \$10 can be set up with the approval of the officers. The fund is opened by writing a check to the treasurer for \$10 petty cash. The treasurer cashes the check and pays for small purchases from the fund. When most of the fund has been spent, the treasurer accounts for the expenditures by presenting the receipted bills for all purchases at an officers' meeting. With the officers' approval, issue another check to bring the fund back up to \$10.

To ensure success in handling a petty cash account, the treasurer should:

- Be sure all purchases are the type that will be approved by the officers.
- Always secure a receipt for every expenditure of petty cash.
- Keep an accurate accounting of petty cash at all times.

AUDIT PROCEDURES

The treasurer's accounts must be audited once every three months. The volunteer on the committee who is the consultant to the treasurer is responsible for this. This adult will either audit the accounts or arrange to have it done.

DIRECTIONS FOR AUDITING ACCOUNTS

1. Check the balance in the checkbook against the balance on the last bank statement. Prove the checkbook balance by taking into account all outstanding checks and any deposits that are not recorded in the last available bank statement.
2. Assemble all receipted bills paid since the last audit and make sure the checks paying each bill are correct and attached to the proper bill. In every case, there must be either a receipted bill or a slip of paper explaining the purpose of the payment.
3. Account for petty cash. Cash and receipted bills must equal the checks issued to the treasurer for petty cash.
4. Complete the audit by filling out the quarterly audit report.
5. Finally, the auditor and treasurer discuss the treasurer's report for the next officers' meeting and post or club meeting. This report can be made directly from the quarterly audit report.

QUARTERLY AUDIT REPORT

(For officers' and program meeting reports by treasurer)

Date: _____

Balance on hand at beginning of quarter _____

Total income since last report

(Running record, line 17, column 3) _____

Total expenditures since last report

(Running record, line 17, column 4) _____

Gain or loss since last report _____

Balance on hand

(To be carried over to line 1,
next month's running record) _____

Unexpended petty cash _____

Actual cash balance _____

Outstanding bills to be paid:

Total of bills to be paid _____

This report is submitted as a correct statement of the financial accounts of this post.

Treasurer

Auditor

THE PROGRAM BUDGET

In successful Exploring programs over the years, the proper way of handling finances has been the budget plan. Where there is no budget, the funds are secured and spent without direction. Such a procedure many times puts funds at the mercy of impulsive and ill-considered spending.

In contrast, a basic budget plan is helpful to you and the participants. The Explorers get a worth-while program through the planned investment of their dues and earnings, while you have a basic plan for the financial accounts of your post or club.

A sample budget plan is illustrated here. Look over the budget and then read the item-by-item explanation of it before you set up your own budget in the space below.

ONE SUGGESTED BUDGET

	Suggested Budget	Our Budget
Enrollment fee	\$24.00	_____
Identification	2.00	_____
Literature and records	2.00	_____
Activities	8.00	_____
Service fund	2.00	_____
Reserve fund	1.00	_____
Dues per participant per year	\$39.00	_____

ENROLLMENT FEES

Use of the budget plan ensures the prompt enrollment of the post or club. When new participants join the program, they should pay their full annual registration fee.

IDENTIFICATION

The budget plan provides for special identification for each participant. Your post or club may design a colorful emblem or other means of identification related to the special or general interests of the participants.

LITERATURE AND RECORDS

Literature and records needed by the officers to efficiently administer the program are secured through this budget item.

ACTIVITIES

This budget item covers the ordinary week-to-week activity expenses needed to make activities click. An example might be a thank-you gift to a guest speaker.

SERVICE FUND

This item covers expenses associated with the post or club's opportunities to be of service to others.

RESERVE FUND

A reserve fund makes it possible for the program to guard against decreasing other budget items or removing any from the budget if unexpected expenses arise, or if the income falls below expectations.

DUES PER PARTICIPANT PER YEAR

In the budget illustrated, the dues per participant would be \$39.00 each year. Regular payment of these dues by participants would entitle them to all the services listed.

Your program might find other items that the participants feel should be included. If so, include them.

HOW TO KEEP ACCOUNTS

Here are the details of how to keep accounts in these Treasurer's Records. Read the explanations carefully and refer to the related how-to-do-it illustrations on these pages. If you need help to supplement the

instructions given here, talk with the participant of the committee who is assigned as your consultant. This adult can answer your questions.

POST ROSTER				
FAMILY NAME (alphabetical)	POST	STREET OR R.F.D.	COMMUNITY AND ZIP	PHONE NUMBER
1. Applegate	Jack F.	1017 Oak Grove	Champion	207-24-05
2. Brothers	Robert C.	207 Maple Lane	Champion	207-8177
3. Miller	Ernie E.	8 Hillside Drive	Champion	207-24-05
4. Smith	Tom J.	17 Laurel Lane	Champion	207-24-05

FIRST QUARTER				
Monthly Payments			Total	Paid
Jan	Feb	Mar		
50	50	50	150	
20	20		40	
50	50	50	150	

RECORDING DUES

Once your post or club has established a budget and the amount due each year from each participant to support it, you can go into action. Obtain a copy of the roster from the Secretary. Use the dues record sheets found on the following pages.

You can collect dues on a monthly, quarterly, or yearly basis. The illustration here shows the quarterly status, using a monthly collection method. Jack Applegate is paid up for the three months. Mel Brothers owes \$6.50. Ernie Miller owes \$20. Tom Smith is paid up for three months.

NAME	AMOUNT	DATE	PAID	REMARKS
Jack Applegate	50.00	1/15		
Mel Brothers	6.50	1/15		
Ernie Miller	20.00	1/15		
Tom Smith	50.00	1/15		

Explorer Post No. 00
Pioneer Supply Company

7th St

Pay to the order of _____ \$ 150.00

Check No. _____

Mary M. Smith
M.M.S.

HOW TO SET UP A CHECKING ACCOUNT

The procedures for setting up a checking account for your program in a local bank are fairly simple.

1. Go to a local bank and ask to see the manager or any bank officer who is responsible for helping customers open a checking account. Tell the bank officer what you wish to do, and he or she will give you the necessary information about how a checking account is handled in that bank. The banker also will give you a form that must be filled out.

2. Take the bank form to your next officers' meeting and ask the officers to name the four persons authorized to sign checks for your post or club. Every check should have two signatures (one Explorer and one adult), as on the check illustrated.
3. Fill in the bank form, being sure to get the written signatures of the authorized persons. Ask everyone to sign the form the same way they will sign the checks. The bank will check the signatures on the form against those on the checks.

4. Take the completed form to the bank and deposit your funds. The bank will issue you a checkbook. If you wish to have your post or club identification on your checks, the bank will usually do this for a small fee. Another means of check identification is to get a rubber stamp with your program name as shown on the check illustrated. Such a stamp has many uses and is a good item to have on hand.
5. The checkbook has checks that you tear out and a place for keeping a record of the checks written on your account. Fill out both the check and this other information neatly and carefully as shown. Canceled checks and this notation become a permanent record of all your payments.

Acct. No. - - OFFICE Muskegon 12 1932

FIRST CHURCH NATIONAL BANK

To transfer authorized by receiving the endorsement attached below to payment of funds of cash and for deposit to membership statement on the reverse side of this checkbook card.

Name of Club or Organization Episcopal Post No. 50

Home Address 1112 Michigan St., Muskegon, Mich.

President
 Cash Jack Hanson
Secretary
 Cash Mary Wright
Treasurer
 Cash John Davidmeyer
Committee
 Cash Frank Thompson
 Which Signature Hanson & Davidmeyer

Amount Paid for Mary Wright copy of table book \$ 32.50

This bank acts only as depository collecting for members of this club. All funds are subject to withdrawal. This bank will not be held responsible for the funds if cashed and is liable except for its own negligence. This bank or its representatives may send these, directly or indirectly, to any bank including the payee, and accept its draft or check as conditional payment in lieu of cash. It may draw back any sum of any time before final payment is made unless or not, the payee draws on this bank not good at close of business as they represent.

Forms issued by banks for submitting authorized check signatures apply to all organizations. Post 55 altered this form as illustrated to suit its purpose—that of having each check signed by both an adult and an elected officer.

RUNNING RECORD OF INCOME AND EXPENDITURES

1. At the end of each month take the figures in the income and expenditure columns 3 and 4 below and list them under the proper date in the corresponding line on the opposite page.
2. Total all columns on line 17. If you have done this correctly the total of column 3 below will equal the total of column 4 and 7 on the opposite page, and the total of column 5 below will equal the total of column 5 through 17 on the opposite page.

1	2	3	4	5	
DATES	RECEIVED FROM OR PAID TO	ENTER CHECK NUMBER	INCOME	EXPENDITURES	
1	Sept 1	BALANCE BROUGHT FORWARD			31.80
2	" 1	Dues	8.00		39.80
3	" 1	Exploring literature		.80	39.00
4	" 12	Supplies and materials fee		3.29	35.71
5	" 12	Travel		2.00	33.71
6	" 12	Dues	1.00		34.71
7	" 19	3 bags charcoal		2.70	32.01
8	" 26	Blondora panel gift		3.40	28.61
9	" 26	Driver safety course		1.00	27.61
10	" 26	Dues	7.00		34.61
11	" 26	Check for petty cash		5.00	29.61
12	" 28	Car wash collection	22.00		51.61
13	" 28	Car washing brush and soap		4.00	47.61
14					
15					
16					
17		TOTALS END OF MONTH	32.00	20.19	47.61

RUNNING RECORD OF INCOME AND EXPENDITURES

Notice that the columns of the record sheets are numbered. Keep these numbers in mind as you follow the instructions given here for the illustration above, and you will soon be able to keep a creditable set of accounts for your post or club.

1. Enter the date of each transaction in column 1.
2. Enter the source of income or expenditure in column 2.

3. Enter the amounts of income or expenditure in columns 3 and 4.
4. Keep a running balance in column 5 after each entry so you will know how much money your program has at all times.
5. At the end of each month, total income and expenditures on line 17 and bring the balance forward to line 1 of the next month.
6. It might be helpful to you to draw a diagonal line across the unused spaces in each completed month to indicate that the month's business is complete.

ITEMIZED RECORD OF INCOME AND EXPENDITURES

INCOME		EXPENDITURES									
DATE	OTHER INCOME	ENROLLMENT FEES	SUPPLIES	LITERATURE AND BOOKS	ACTIVITIES	SERVICE FUND	RENTAL FUND				OTHER EXPENDITURES
1											
2	8.00										
3				.80							
4		1.50	.59	.20							
5			2.00								
6	1.00										
7					0.70						
8					3.40						
9							1.00				
10	7.00										
11			.50	3.95	1.25						
12	20.00										
13											4.00
14											
15											
16											
17	16.00	20.00	2.50	3.09	4.25	7.35	1.00				4.00

ITEMIZED RECORD OF INCOME AND EXPENDITURES

The purpose of the itemized record is to let you keep track of the individual items of income and expenditures. It is by this record that you can keep a month-by-month accounting of the items in the program budget and also income and expenditures received from special projects and activities.

All items under "Income" in column 3 of the running record are recorded in columns 6 and 7 of this itemized record. All expenditures in column 4 of the running record are recorded in the itemized record in columns 8 to 16. Items of income and expense that relate to activities outside the budget plan are handled on this page in column 7, "Other Income," and column 16, "Other Expenditures."

RUNNING RECORD OF INCOME AND EXPENDITURES

1. At the end of each month, take the figures in the income and expenditure columns 3 and 4 below and list them under the proper item on the corresponding line of the opposite page.
2. Total all columns on line 17. If you have done this correctly, the total of column 3 below will equal the sum of columns 6 and 7 on the opposite page, and the total of column 4 below will equal the sum of columns 8 through 16 on the opposite page.

MONTH

1	2	3	4	5	
DATES	RECEIVED FROM OR PAID TO	ENTER CHECK NUMBER	INCOME	EXPENDITURES	BALANCE
1	BALANCE BROUGHT FORWARD				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17	TOTALS END OF MONTH				

MONTH

1	BALANCE BROUGHT FORWARD				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17	TOTALS END OF MONTH				

ITEMIZED RECORD OF INCOME AND EXPENDITURES

MONTH

	INCOME		EXPENDITURES								
	6 DUES	7 OTHER INCOME	8 ENROLLMENT FEES	9 SUPPLIES	10 LITERATURE AND RECORDS	11 ACTIVITIES	12 SERVICE FUND	13 RESERVE FUND	14	15	16 OTHER EXPENDITURES
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											

MONTH

1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											

DUES

	FIRST QUARTER				SECOND QUARTER				THIRD QUARTER				FOURTH QUARTER			
	Monthly Payments			Amt. Overdue	Monthly Payments			Amt. Overdue	Monthly Payments			Amt. Overdue	Monthly Payments			Year- End Report
	Month	Month	Month		Month	Month	Month		Month	Month	Month		Month	Month	Month	
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19																
20																
21																
22																
23																
24																
25																
26																
27																
28																
29																
30																
31																
32																
33																

YOUTH OFFICERS BRIEFING AGENDA



For this briefing, choose a location where you won't be interrupted. The new youth president chairs this meeting with guidance and assistance from the Advisor or Sponsor. The new youth president should carefully review the following areas with the adult leader so that he or she is fully prepared to chair this meeting effectively. If this is an established post or club, the records from the previous officers should be given to the new officers. This meeting should be fast-paced and motivational!

1. Introductions | 15 min

Adult leaders, the outgoing youth president, and all incoming youth officers should introduce themselves. Be creative!

2. Record Sharing | 30 min

Records from outgoing youth officers should be presented to the incoming youth officers. Incoming officers should review these materials before the youth officers seminar and come prepared with questions.

3. Program Planning | 60 min

- a. Review the suggested program of activities for the next two to three months of your post or club program.
- b. Review the program planning forms:
 - i. Career Opportunities Worksheet
 - ii. Activity Interest Survey (completed by youth members)
 - iii. Activity Planner (used by activity chairs)
- c. The Advisor or Sponsor should explain the purpose and agenda of the upcoming post or club officers seminar so that the president can explain this seminar to the other officers.
- d. If this is an existing post or club, the president should be ready to discuss the bylaws of the post or club.

4. Closing | 15 min

Answer any lingering questions and adjourn with a motivational thought or YouTube video!

- 1. Welcome. The Advisor/Sponsor and post or club president opens the seminar.**
 - a. Explain the purpose and objectives of the seminar.
 - b. Describe the manner in which the objectives will be pursued throughout the seminar: group participation, discussion, reflection, and cooperative decision-making.
 - c. Review the agenda with the officers.
 - d. Be sure each officer has a copy of the “For the Youth Leader” chapter of the *Exploring Guidebook*.

- 2. Duties. Review and discuss officer and Advisor/Sponsor responsibilities and roles.**
 - a. Encourage each person to tell the group why he or she joined the post or club, what he or she hopes the unit will accomplish in the next year, and one goal he or she has for the way post or club members work together.
 - b. Using the position descriptions in the “For the Youth Leader” chapter, each officer describes what he or she does.
 - c. Using the position descriptions in chapter one, the Advisor/Sponsor and each associate Advisor/Sponsor describes what he or she does.
 - d. The Advisor/Sponsor explains the role of the post or club committee.
 - e. The president explains what activity chairs and activity committees do.

- 3. Leadership. Discuss leadership skills.**
 - a. Have the Advisors/Sponsors review chapter two and the Explorers review the “For the Youth Leader” chapter.
 - b. Ask: “What is the definition of leadership?”
 - c. Ask: “How is leadership learned?”
 - d. Refer to “11 Exploring Leadership Skills for Unit Leaders” in chapter one of the *Exploring Guidebook*. Assign all 11 leadership skills to the Advisors/Sponsors and officers present. There should be no more than two for each person. Ask each person to take a few minutes and prepare to teach the rest of the group:
 - i. What the skill is
 - ii. Why it is important
 - iii. How it can be used in ExploringEach skill presentation should take no more than five minutes.

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

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

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

5. Activities. Practice the process of planning each activity.

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

6. Program meetings. Develop a program meeting agenda.

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

7. Review the post’s or club’s bylaws.

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

8. Closing

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

GLOSSARY

DEFINITION OF TERMS USED IN EXPLORING Advisor/Sponsor. The key adult (age 21 or older) in the post or club who coordinates program and coaches the elected youth officers.

Associate Advisor/Sponsor. One or more adults (age 18 or older) who assist the Advisor/Sponsor.

Career Interest Survey. An annual survey of the career and leisure interests of all high school students.

Career Opportunities Worksheet. Each participating organization develops a list of adults who can provide post program ideas, projects, tours, field trips, etc.

Consultants. People who provide occasional expert help and advice to the post.

Council. A structure of an executive board, operating committees, and professional staff to administer the Exploring program within a geographic area. The council is usually funded by support from its registered members and from the local community.

Council Staff. The council may have an Exploring executive who spends full time on Exploring or assigns a district executive to serve Exploring.

Elected Youth Officers. Explorers elected by members to serve as presidents, vice presidents, secretaries, and treasurers.

Explorer. A young man or woman who has completed the fifth grade and is at least 10 years old but is not yet 21 years old.

Explorer Post or Club. A group of Explorers organized and guided by an Advisor/Sponsor and program committee recruited by a participating organization.

Exploring Division. Volunteer committees and council staff members who administer Exploring within the council through geographic or specialty areas. The chairman and executive recruit a volunteer structure consisting of:

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

- **Marketing Team.** The purpose of the marketing team is to conduct career interest surveys and community cultivation events, and to promote the successes of the local Exploring programs to the community at large.

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

- **Fundraising Team.** The purpose of the fundraising team is to develop and coordinate a fundraising campaign and/or special event in the name of Exploring for the council budget.

Exploring Officers Association (EOA). Each post president belongs to a councilwide association that provides communication, training, and activity planning.

Open House. A special meeting held by each post to recruit new members, usually held in the fall.

Parents' Night. An open house conducted by the post for parents to inform and involve them in the post and council.

Participating Organization. A business, industry, professional group, school, or civic group that agrees to sponsor, organize, and operate an Explorer post or club. The participating organization agrees to provide adult Advisors/Sponsors, adult program committee members, meeting place, and program resources.

Program Committee. The participating organization recruits several adults who provide program support and guidance to the post or club.

Youth Officers Seminar. An annual planning and training program conducted by the Advisor and elected officers.

INDEX

A

Abuse, 74–77. *See also* Safety
reporting cases of, 67, 76
types of, 74–76

Administrative vice president, 47
position description, 83

Adult leaders. *See also* Position descriptions for adult
leaders; Advisor; Associate Advisor/Sponsor
for administration; Associate Advisor/Sponsor for
program; Committee; Consultants; Executive
officer; Sponsor

brands, 26

eligibility, 6–7

leadership development, 27–30, 40–41, 51, 155

leadership skills, 22–24

minimum required per club/post, 6, 38

personal safety awareness, 68, 74–80

registration and renewal of program, 54–55

roles and responsibilities of, 11–12

social media, 26

teaching and teaching skills, 24–25

transitioning to youth leaders, 49–54

trusted adult, 76–80

two-deep rule 26, 75

Youth Protection Training, 4, 15, 29, 35, 37–39,
44, 67–68, 74–75

Advisor
age and eligibility requirements, 6, 7
definition of, 157
getting started, 9
position description, 17

All-in-One Program Planning meeting, 30, 37, 40,
42–44

Appendix, 121–156

Associate Advisor/Sponsor for administration.
See also Adult leaders
definition, 157
position description, 19

Associate Advisor/Sponsor for program.
See also Adult leaders
definition, 157
position description, 20

Awards
Career Achievement Award, 43, 53, 59
Congressional Award, 60
Journey to Excellence, 14, 60, 100
Law Enforcement Exploring Special
Recognition Awards, 62
Leadership Award Program, 60–61
Learning for Life Foundation Society Award, 61

Lifesaving Award, 61
Meritorious Action Award, 61
President's Volunteer Service Award, 62
Proficiency Awards for Law Enforcement and
Fire Exploring Programs 62–65
William H. Spurgeon III Award, 65

B

Barriers to Abuse, 75–76

Boy Scouts, 7–8, 45

Boy Scouts of America, 7–8, 45, 64, 73, 112

Branding, 26

Buddy system, 75–78

Budget. *See also* Financial management; Treasurer
creating a basic budget plan, 53–55, 143, 146
fundraising team, 157
superactivity, 107
treasurer's role, 86
youth input, 87

Bullying, 76, 78–80. *See also* Safety; Youth
Protection Training

Bylaws, 92

C

Career Achievement Award, 43, 53, 59

Career interest survey, 21–22, 35–36, 45
definition, 157
recruiting, 117

Career opportunities, 5, 6, 9, 40–41, 59, 72, 81,
99–100, 154–157
committee responsibilities, 13
consultants, 21
database of, 22
program vice president responsibilities, 84
unit leaders, 22, 49, 51

Career Opportunities Worksheets
process, 13, 22, 49–51, 73, 84, 88–90, 91, 99

Character education, 5–6, 9, 40–41, 81–82

Citizenship, 5–6, 9, 40–41, 81–82

Clubs and posts, comparisons, 6, 34

Committee, 117, 157
All-in-One Program Planning meeting, 43
meeting agenda worksheet, 124
membership information forms, 126
minimum leader requirements, 38
position description, committee, 13
position description, committee chair, 15
position description, committee members, 16
registration and renewal, 54–55
role of unit-, district-, council-level, 37

Congressional Award, 60
Consultants, 41, 157. *See also* Adult leaders
 position description, 21
 social media, 26, 107, 116
 superactivity, 107
 to treasurer, 142
 working with youth officers, 100
Council
 definition of, 157
 insurance coverage, 107
 staff, 157
 travel policies, 106
 types of support, 25–26, 74–75

D

Developmental needs of youth participants, 27
Dues, 143, 146–147, 153

E

Eagle Award, 64
Election of youth officers, 47–48
Eligibility for adult leaders, 7
Eligibility for youth participation, 6
Evaluation of
 group discussions, 109
 group performance, 23
 reflection, 23
Executive officer, 37
 All-in-One Program Planning meeting, 42
 appointments of leaders, 15, 17, 18
 memorandum of understanding, 55
 open house, 46
 position description, 14
Explorer Activity Interest Survey, 49, 51, 84, 88
 conducting, 91, 100
 evaluation of, 98–99
 form, 123
 in planning, 154–55
Explorers, 4, 6–7, 11, 157
Exploring. *See also* Career opportunities; Character
 education; Citizenship; Leadership experience;
 Life skills
 about, 4
 activity directory, 40
 annual funding, 53–54
 areas of emphasis 5, 7, 9, 40–41, 72–73, 81
 comparison of the structure of clubs and posts, 6
 community organization support of, 5–6
 fiscal policies and procedures (FAQ), 56–57
 goals, 9, 27, 81
 history, 7–8
 and Learning for Life, 9

 mission, 7
 objectives, 26
 Personal Safety Awareness training, 68
 position statement, 7
 purpose, 6
 registration and renewal of program, 54–55
 starting a program, 33–48
 startup chart, 35
Exploring Brand Identity Guide, 26
Exploring division, 157
Exploring Guidebook, 9, 24, 29, 30, 35, 37, 41, 43, 44,
 50, 72, 73, 82, 88, 91, 98, 109, 154–156
Exploring Leader Online Training modules, 33
Exploring Officers Association (EOA)
 council and national EOAs, 120
 definition, 157

F

Financial management. *See also* Budget; Treasurer
 auditing accounts, how to, 144–145
 frequently asked questions, 56–57
 funding for program, 12, 53–54
 income and expenditures, 143–144
 keeping accounts, how to, 147–153
Forms
 activity planner, 122
 Explorer activity interest survey, 123
 open house sample agenda, 125
 secretary's records, 126–141
 treasurer's records, 142–153
 youth officers briefing agenda, 154
 youth officers seminar agenda, 155
4-phase program start-up, 35–48

G

Girl Scouts, 64
Glossary, 157
Goals of Exploring, 9, 27, 81

H

Hazing, 29, 76, 78–80. *See also* Safety; Youth
 Protection Training
How-to guide:
 brainstorm, 104–105
 conduct a parents' night, 116–117
 develop service projects, 105–106
 earn money, 101–104
 generate publicity, 111–117
 introduce a speaker, 108
 lead a discussion, 108–109
 make speech or presentation, 118–119
 plan the superactivity, 106–107

recruit new members, 117
teach a skill, 109–110
use charts and posters, 118
use parliamentary procedure, 110–111

J

Journey to Excellence, 14, 60, 100

L

Law Enforcement Exploring Special Recognition Awards, 62–65

Leadership

development of, 27–28
in program startup, 38
qualities, 93–94
skills for unit leaders, 22–24

Leadership Award Program, 60–61

Leadership Development Guidebook, 30

Leadership experience, 5–6, 9, 40–41, 81–82

Learning for Life, 4

affiliation statement, 7
corporate mission, 7
Exploring, 8
position statement, 7
Safety First Guidelines, 68
support of community organizations, 5

Learning for Life Foundation Society Award, 61

Lifesaving Award, 61

Life skills, 5–6, 9, 40–41, 81–82

M

Members

dues, 46
responsibilities of non-officers, 87–88

Meritorious Action Award, 61

N

Non-discrimination policy, 4, 7

O

Officers briefing, 90–91

Officers seminar, 91

Officers, youth, 47, 157. *See also* Position descriptions for youth officers
assuming leadership roles, 49–54
election of, 47–48
general responsibilities, 47, 81
objectives, 91
sample agenda, 154, 155–156
working with consultants, 100

Open House

All-in-One Program Planning meeting, 43
definition, 157
evaluation, 46
4-phase program start-up, 35–37, 39
online module, 44
overview for youth officers, 89–90
planning, 44–46
publicity for, 111–112
sample agenda, 125

P

Parents' night, 112, 115, 116–117, 157

Participating organization, 157

personal safety awareness, 68, 74–80

Planning, 39

All-in-One meeting, 42–43

and Explorer Activity Interest Survey, 154–155

individual activities, 99–100

money-earning projects, 102

Open House, 44–46

process, 22

programs, 35, 98–100, 117

safety, 9

social media, 26

superactivity, 106–107

youth officers briefing agenda, 154

youth officers seminar agenda, 155–156

Position descriptions for adult leaders, 12, 42, 43, 47, 50

Advisor, 17

associate Advisor/Sponsor for administration, 19

associate Advisor/Sponsor for program, 20

committee, 13

committee chair, 15

committee member, 16

consultants, 21

executive officer, 14

Sponsor, 18

Position descriptions for youth officers

administrative vice president, 83

president, 82

program vice president, 84

secretary, 85

treasurer, 86

Posts and clubs, comparisons of, 6, 34

President, 47

elections, 90

officers briefing, 90–91

officers seminar, 91

position description, 82

- regular meetings, 91–92
- responsibilities at first meetings/training, 49–52
- President’s Volunteer Service Award, 62
- Proficiency Awards for Law Enforcement and Fire
 - Exploring Programs
 - Community Service, 63
 - Crime Prevention, 63
 - Drug Abuse Prevention, 64
 - Eagle or Gold Award Recognition, 64
 - Emergency Preparedness, 63
 - Explorer of the Year, 64
 - Exploring Conference Bar, 64
 - Fire and Emergency Service, 63
 - Firearms Training, 64
 - Fire Prevention, 63
 - Law Enforcement and Fire/Emergency Services Training, 62
 - Law Enforcement Exploring Physical Fitness, 65
 - Law Enforcement Service, 63
 - National Law Enforcement Exploring Conference Device, 64
 - National Law Enforcement Exploring Leadership Academy, 64
 - Perfect Attendance, 64
 - Tenure, 64

Program

- fiscal policies and procedures, FAQs, 56–57
- funding and planning for, 98–100, 117
- registration and renewal of, 54–55
- starting a, 33–48

- Program vice president, 47
 - position description, 84

R

- Recruitment, 5, 46–47, 117
- Reflection, 23, 28–29, 30–31, 37, 40, 50–51, 94, 96–97, 119, 155–156
- Registration and renewal of unit, 54–55

S

- Safety, 74–80
 - buddy system, 75–78
 - bullying, 76, 78–80
 - hazing, 29, 76, 78–80
 - Safety First Guidelines, 68
 - trusted adult, 76–80
 - two-deep leadership rule, 26, 75
 - Youth Protection training, 67–68

Secretary, 47

- position description, 85
- records forms, 126–141

Social media

- for promotion, 26, 45, 107, 116
- guidelines, 26
- recruitment, 117
- youth protection, 67, 75, 79–80

Sponsor

- age and eligibility requirements, 6, 7
- definition, 157
- getting started, 9
- position description, 17

Spurgeon, William H. III, 8, 85

- William H. Spurgeon III Award, 65

Superactivity, 51–52, 99–100, 106–107, 137

T

Training, general. *See also* Safety: Safety First

- Guidelines; Youth Protection training
- for adult leaders, required, 9, 38–39
- for adult leaders, related, 36–37, 40, 44
- officers briefings, 90–91
- officers seminar, 91
- of youth leaders, 49–54, 68

Treasurer, 47. *See also* Budget; Financial management

- position description, 86
- records forms, 142–153

Trusted adult, 76–80

Two-deep leadership rule, 26, 75

U

Uniform, 26, 63, 116, 146

Unit committee. *See* Committee

V

Vice president, administrative, 47

- position description, 83
- working with associate Advisor/Sponsor, 19

Vice president, program, 47

- position description, 84
- working with associate Advisor/Sponsor, 20

Y

Youth officers. *See* Officers, youth; Position descriptions for youth officers

Youth Protection training, 9, 25, 29, 35, 38–39, 68.

- See also* Safety

Youth Protection Training for Explorers, online, 9