

# ***Exploring***



## **COMMUNICATIONS EXPLORER POST PROGRAM GUIDE**

# **Table of Contents**

What Is Communications Exploring?

Organizing an Explorer Post

Five Steps to Organizing a Post

Suggested Post Program Ideas

Post Communication Plan of Action

Post Meeting Agenda

General Explorer Post Program Development Resources

Communications Exploring Program Support

Communications Exploring Appendix: Career Opportunities Worksheet, Sample Program Calendars, Career Achievement Award Information, and Sample Forms

# WHAT IS COMMUNICATIONS EXPLORING?

Exploring is Learning for Life's career education program for young men and women who are 14 (and have completed the eighth grade) or 15 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, or citizenship is not criterion for participation.

Exploring's purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults.

Communications Exploring is a youth development program centered on communication careers. Communications Explorers might choose to talk to oldest residents and publish their stories of earlier times in the community. They might take field trips to places such as the local telephone office, newspaper, magazine printer, public relations firm, advertising council, or television station. They might learn how to write news or operate technical equipment, basic photography principles, or the arts that go into the makeup of radio and television. They might arrange an essay-writing contest for children. The bottom line is that Communications Exploring is action-oriented.

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

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

## ORGANIZING AN EXPLORER POST

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

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

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

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

Learning for Life provides:

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



## **FIVE STEPS TO ORGANIZING A POST**

Organizing an Explorer post (group) in your organization is easy!

A local high school survey of students interested in communications careers has already been completed in your community.

Just follow the **Five-Step Plan for Post Program Development**:

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

**Key Items:**

- CEO selects the key adult volunteer leadership for the post
- CEO distributes adult resources survey within the organization
- CEO sets a date for the career opportunities development meeting
- CEO sets the post Firstnighter meeting and sends letters of invitation to students
- CEO signs the Exploring Memorandum of Understanding

**Step Two**      **Career Opportunities Development Meeting:** A training and program development meeting for post adult leaders conducted by an Exploring program representative.

**Key Items:**

- Conduct post adult leadership training
- Select the career opportunities the organization can support
- Schedule monthly career opportunities meetings and adult consultant on Exploring post program development calendar
- Review firstnighter meeting agenda and check list
- Complete Exploring adult participants roster

**Step Three**      **Post Firstnighter Meeting:** A special and exciting hands-on meeting held annually by each post to recruit new youth participants.

**Key Items:**

- Initiate a telephone follow-up to interested students before the firstnighter
- Conduct the firstnighter meeting using the suggested agenda
- Distribute Explorer activity interest survey
- Invite students to join, and collect from each student the participation fee
- Determine top choices of Explorer activity interest survey after meeting

**Step Four**      **Post Activities Development Meeting:** A program planning meeting with Explorers' input to reach agreement on post monthly activities.

**Key Items:**

- Review the program match tallies from the adult resource and Explorer activity interest surveys for determining top post activities
- Select and schedule top post activities on post program development calendar
- Assign an Explorer activity chair and adult consultant for all post activities
- Elect Explorer post officers

**Step Five**      **Explorer Post Officers' Seminar:** Training meeting for elected post officers.

**Key Items:**

- Learn their position responsibilities
- Build a working leadership team
- Acquaint officers with Exploring leadership skills



## SUGGESTED POST PROGRAM IDEAS

The program of an Explorer post matches the interests of young adults with the resources and adult expertise of their participating organization. Your Explorer post adult and youth leaders might use the following ideas when planning a well-balanced program around Exploring's five areas of program emphasis: career opportunities, leadership experience, life skills, citizenship, and character education.



**1. CAREER OPPORTUNITIES:** Programs that develop potential contacts that may broaden employment options. Activities that help youth boost self-confidence and experience success at school and work.

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

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

Research the variety of careers in broadcasting: writing, research, editing, proofreading, circulation, engineering, photography, and teaching. Plan programs on careers in news, advertising, public service, cable television, radio broadcasting, and freelance work. Use the **Communications Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Communications Exploring**.



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

**SUGGESTED TOPICS:** Review local and federal regulations, licensing of radio and television stations, and public relations ethics regarding communication programs; discuss programs, newspaper articles, radio and television promotions, and how communications affect the day-to-day activities of individuals and the public. Study the effect of the news media on the community, state, and nation. Review ethics, privacy issues, freedom of the press, and broadcasting regulations. Study the history and development of radio and television. Plan a program on the purposes and programs of the National Association of Broadcasters. At the **post activities program development meeting** make sure to elect officers. Schedule **the post officers' seminar** to train the new officers. Get all Explorers involved with leadership by having youth chairs for all meetings and activities. Attend the **post leaders workshop** conducted by your local office.

**The Learning for Life Leadership Development Series** can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders. The Leadership Development Series covers 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision

Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management.

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



**3. LIFE SKILLS:** Programs that help youth develop physical and mental fitness. These types of activities provide opportunities for youth to experience positive social interaction.

**SUGGESTED TOPICS:** Plan fitness and exercise programs or first aid programs for workers; learn about aerobic exercises and ergonomics for office workers and publish informational folder; secure speakers on mental and emotional fitness and promote this event using the news media and television. Study the effect of public relations on health care. Make sure to use **the adult resource survey** and **the Explorer activity interest survey** to generate ideas for life skills!

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

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



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

**SUGGESTED TOPICS:** Publish a newsletter or provide media coverage for a local event with churches, hospitals, community organizations, or youth groups. Serve on a public relations committee with another local Explorer post; create a newsletter for your Explorer post; create a radio or television public service announcement promoting the Exploring program. Coach Scouts wishing to earn the Journalism merit badge. Serve on the newspaper staffs of local and national Explorer events. Assist with projects by the Society of Professional Journalists or Public Relations Society of America. Put citizenship and community service activities on the post's program calendar. Remember that a community service project is one of the options for **the National Exploring Excellence Award!**

**Congressional Award.** An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize

them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to [www.learningforlife.org](http://www.learningforlife.org), click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award).

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

Challenge Initiative Games

Cooperative Games

Problem-Solving Initiative Games

Becoming and Being a Leader

Developing a Community of Youth Leaders

Exploring for People With Disabilities

Leadership Checkup

Leadership Reflection

Problem-Solving Skills for Explorers

Suggested Post Bylaws



**5. CHARACTER EDUCATION:** Programs that help you develop skills necessary for making ethical choices. Similar activities can provide opportunities for fulfilling one's responsibility to society.

**SUGGESTED TOPICS:** Develop programs for the elderly, disabled, youth groups, churches and community organizations using communications formats; do a public relations project for a local community organization; plan a parent-Explorer function for disadvantaged children such as a clothing drive or a trip to the local zoo using the media. Provide radio-TV, journalism, and public relations projects to assist the elderly, disabled, low-income, and disadvantaged people.

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

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



# POST COMMUNICATION PLAN OF ACTION

Develop a post communication plan of action in cooperation with your local Learning for Life office. A plan of action can be chronological, functional, or a combination of both.

<b>Chronological</b>	Follows a calendar schedule for things to do in all steps of planning.
<b>Functional</b>	Includes categories such as internal, schools, businesses, service clubs, parents, and student.

## **Here are some examples:**

### **Internal**

- Develop a Learning for Life newsletter.
- Have Explorers present reports.
- Display Learning for Life program pictures at the council service center and at participating organizations.
- Provide adequate Learning for Life resources at the council store.
- Use the Learning for Life awards and recognition plan for youth leaders.
- Have posts conduct programs for Learning for Life classes or other youth groups. Example: A communication post could do a Learning for Life senior high workshop for a speech class.
- Maintain a bulletin board with pictures of Learning for Life activities.
- Train and encourage posts and groups to have their own public relations plan.
- Feature Learning for Life at executive board meetings.
- Design your own brochures, posters, and leaflets.

### **Schools**

- Present a program on Learning for Life benefits for school district personnel, principals, guidance counselors, etc.
- Meet with guidance counselors to brief them on Learning for Life programs.
- Show a Learning for Life promotional video at schools.
- Leave informational brochures with counselors.
- Send counselors a copy of the Explorer post first-meeting invitations.
- Share successes with school personnel.
- Adequately thank school personnel.
- Invite school personnel to Learning for Life activities.
- Consider schools for awards such as the Russell C. Hill Award.
- Put school personnel on the mailing list for your Learning for Life newsletter.
- Design and use a Learning for Life information (marketing) kit for school personnel.
- Host a recognition and information breakfast, luncheon, or reception for school district leaders and principals.

### **Business**

- Present a Learning for Life program at chief executive officer roundtables, etc.
- Consider business organizations for awards such as the William H. Spurgeon III Award.
- Schedule regular individual visits with corporation heads to discuss Learning for Life.
- Invite corporation heads to Learning for Life activities, e.g., recognition activities and events.
- Have Explorers speak at or provide some service to meetings of corporate heads.

- In a very visible way, recognize businesses that support Learning for Life.
- Place Exploring articles in trade magazines and in-house newsletters.
- Place Exploring ads or articles on Learning for Life programs in newsletters and magazines of chambers of commerce.
- Design and use a Learning for Life information (marketing) kit for businesses.
- Leave Learning for Life brochures in office waiting areas.
- Display Exploring posters in public business areas like storefronts and malls.
- Have Explorers present demonstrations in business areas like malls.
- Request the use of unused billboards around town.

### **Service Clubs**

- Have volunteers, Explorers, and staff members present programs about Learning for Life.
- Make a list of clubs and visit them regularly.
- Have Explorer posts support service club projects.
- Have Explorers apply for service club scholarships.
- Have Explorers speak to clubs about big accomplishments, such as receiving an Exploring scholarship or attending a national post career-related conference.
- Invite service clubs to support district or council Learning for Life activities.
- Place Learning for Life articles in service club newsletters.
- Have service clubs provide Exploring scholarships or sponsor Explorer posts.
- Design and use a Learning for Life information (marketing) kit for service clubs.

### **Parents**

- Use the Celebrate Character program.
- Send a Learning for Life newsletter to parents explaining what the Learning for Life program is about and its benefits to their son or daughter.
- Using program highlights from the annual post meeting schedule, prepare the post and assist members with planning a special parents' night meeting.
- Invite parents to Learning for Life activities.
- Invite parents to a Learning for Life program meeting to discuss their role.
- Design a brochure or information kit for parents.

### **Students**

- Display Learning for Life posters at schools.
- Distribute announcements about post successes and Exploring activities.
- Have Learning for Life program displays and demonstrations in school hallways and lunch areas.
- Distribute informational brochures designed for students.
- Participate in school assemblies. Be sure the program tells what Learning for Life is and what local posts and groups do.
- Target public relations at students.
- Publish articles regularly about Exploring and post activities in school newspapers.
- Conduct Learning for Life recognition in visible ways, such as presenting the Career Achievement Award, Congressional Award, Leadership Award, or Young American Award during a school assembly or at the halftime of a high school sports game.
- Place articles in newspapers and newsletters about Explorer's recognition and accomplishments.
- Display Learning for Life posters or exhibits where students hang out.
- Publish results of the student career interest survey.
- Use peer speakers.

# **Exploring**

## **POST MEETING AGENDA**

### **Call to Order and Introduction of Guests**

**Post President**

### **Old Business**

- Reading of the minutes from the previous meeting
- Treasurer reports
- Post officer report

### **New Business**

**Post President**

- Discussion by the Explorers on matters that need a decision
- Enrollment of new youth attending the meeting      Vice President—Administration
- Promotion of upcoming events      Vice President—Program
- Reminder of next meeting and about any materials  
needed, other requirements, or what to bring and wear, etc.      Activity Chair
- Post Advisor's comments

### **Post Career Opportunities Program**

**Youth Activity Chair**

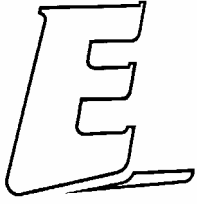
### **Next Meeting Announcement**

**Post President**

### **Closing Reflection**

**Post Officer**

**After the meeting**, the vice president—program follows up with the activity chair to double-check all arrangements for the next post meeting.



## **GENERAL EXPLORER POST PROGRAM DEVELOPMENT RESOURCES**

Resources outlined below are found in the Exploring publication called *Five-Step Plan for Post Program Development*, available from the local Learning for Life office. For local office information, go to [www.learningforlife.org](http://www.learningforlife.org), then scroll down and enter your five-digit zip code and click on SEARCH.

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

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

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

**CAREER OPPORTUNITIES DEVELOPMENT MEETING** This is the first training and program development meeting for post adult leaders conducted by an Exploring program representative. Post adult leadership training is conducted, the career opportunities worksheet is completed, and plans are reviewed to recruit new youth participants at the post firstnighter.

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

**BRAINSTORM** Brainstorm to bring out ideas that might not be on the survey. Sometimes the most creative activities are suggested this way. The brainstorming should involve all of the youth participants.

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

**POST PROGRAM DEVELOPMENT CALENDAR** Schedule each selected post activity on the post program development calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

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

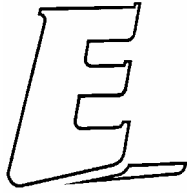
**ACTIVITY PLANNER** This is a helpful tool for the youth chair and adult consultant to use. It will keep them on track to operate a successful event.

## COMMUNICATIONS CAREERS

**Career Opportunities Worksheet**—Please add any additional career opportunities topics unique to your participating organization or other available community-based organizations.

	<b><u>Career Opportunities Activity Topics</u></b>	<b>Organization Has Resources</b>	<b><u>Organization Consultant</u></b>
		<b>YES/NO</b>	<b>Who will teach this skill?</b>
1	Program Production—Producers		
2	Program Production—Assistant Producers		
3	Program Production—Video Editors		
4	Program Production—Web Site or Internet Producers		
5	Program Production—Announcers		
6	Program Production—Program Directors		
7	News-related—Reporters		
8	News-related—Correspondents		
9	News-related—News writers		
10	News-related—News Analysts		
11	News-related—Weathercasters		
12	News-related—Atmospheric Scientists		
13	News-related—Sportscasters		
14	News-related—Assistant News Directors		
15	News-related—News Directors		
16	Technical—Radio Operator		
17	Technical—Audio & Video Equipment Technicians		
18	Technical—Broadcast Technicians		
19	Technical—Television and Video Camera Operators		
20	Technical—Master Control Engineers		
21	Technical—Technical Directors		
22	Technical—Assistant Chief Engineers		
23	Technical—Chief Engineers		
24	Management—Advertising and Promotions Managers		
25	Management—Sales Managers		
26	Management—Business and Financial Managers		
27	Management—General and Operations Managers		
28	Sales, Promotions, & Marketing—Account Executives		
29	Sales, Promotions, & Marketing—Continuity Directors		
30	Sales, Promotions, & Marketing—Sales Worker Supervisors		
31	Professional—Public Relations Specialists		
32	Professional—Computer Specialists		
33	Professional—Multimedia Artists		

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



## **COMMUNICATIONS EXPLORING** **PROGRAM SUPPORT**

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

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

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

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

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

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

### **COMMUNICATIONS EXPLORING WEB PAGE** (see public Web site)

Visit the Communications Exploring Web site at [www.learningforlife.org/exploring/communications/index.html](http://www.learningforlife.org/exploring/communications/index.html) for the following:

- Career Achievement Award for Communications Explorers
- Endorsements from news anchors, communication CEOs, and other professionals
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities
- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training [PowerPoint]

### **CAREER ACHIEVEMENT AWARD**

The Learning for Life Career Achievement Award program allows young people to be recognized for community service and to acquire and be recognized for career proficiency achievement in arts and humanities, aviation, business, communications, engineering, fire and emergency service, health, law and government, law enforcement, science, skilled trades, social services, or all 12 career clusters. It gives Explorers and student participants distinguished credentials for their resume.

**CHARACTER EDUCATION ACTIVITIES** (see local Learning for Life office)

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

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

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

**CONGRESSIONAL AWARD** (see public Web site)

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

**EXPLORING ADULT LEADER GUIDE** (see public Web site)**EXPLORING YOUTH LEADER GUIDE** (see public Web site)

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

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

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

**HELPFUL EXPLORING TOOLS** (see public Web site)

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

Exploring Secretary's Records

Exploring Treasurer's Records

Exploring Clip Art

Approval of Parents or Guardians

Brainstorming Worksheet

Money-Earning Application

Challenge Initiative Games

Cooperative Games

Problem-Solving Initiative Games

Leadership Skills

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

**LEADERSHIP AWARD PROGRAM** (see public Web site)

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

**LEADERSHIP DEVELOPMENT SERIES** (see local Learning for Life office)

The Leadership Development Series is a one-day, overnight, or a series of sessions for senior high school groups, Explorer posts, community youth groups, and community youth leaders. The Leadership Development Series is designed to provide high school students with exposure to leadership life skills, personal management skills, and group leadership skills. In addition, the students are exposed to real-life leadership situations. Sixteen sessions make up the Leadership Development Series Series, which is supported by a guidebook for conducting the training and a detailed syllabus for each session. Teachers, post Advisors, or Learning for Life volunteer trainers can present the sessions. Each student completing this series is recognized with the Learning for Life Leadership Development Series certificate, which gives students an additional distinguished credential for their resumes.

**LEARNING FOR LIFE WEB PAGE** (see public Web site)

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

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

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

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

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

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

#### **PROCEDURE FOR ACTIVITIES OR EVENTS INVOLVING OTHER POSTS**

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

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

#### **GUIDELINES:**

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

For local office contact, go to [www.learningforlife.org](http://www.learningforlife.org), then scroll down and enter your five-digit zip code and click on SEARCH.

#### **PROMOTIONAL ITEMS** (see local Learning for Life office)

Communication—Hey You, Let's Communicate, four-page brochure, No. 99-460

Exploring—Discover a Career Through Exploring, three-fold mailer insert, No. 99-265

Exploring—Exploring Program, four-page brochure, No. 99-992

## **RECOGNITION ITEMS** (see public Web site)

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

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

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

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

## **YOUNG AMERICAN AWARD** (see public Web site)

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

## **YOUTH PROTECTION TRAINING** (go to

[www.learningforlife.org/exploring/arts/index.html](http://www.learningforlife.org/exploring/arts/index.html), then click on Youth Protection Training [PowerPoint] under New Resources)

As an adult Explorer post leader, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life that are designed to prevent

it. Because of the coeducational nature of Exploring, youth protection takes on added dimensions.

It is important to realize that although child abuse is sometimes thought to be a problem only for young children, it's not unusual for adolescents to be victims of abuse, whether emotional, physical, or sexual. Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

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

Post Advisor Guidelines for Creating External Barriers:

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



# **COMMUNICATIONS EXPLORING** **APPENDIX:**

CAREER OPPORTUNITIES  
WORKSHEET, SAMPLE PROGRAM  
CALENDARS, CAREER ACHIEVEMENT  
AWARD INFORMATION, AND SAMPLE  
FORMS

# **Additional Instructions**

## **for Steps 2 and 4 of Exploring Program Development**

### **Step 2: Career Opportunities Program Development Meeting** (Use Communications Career Opportunities Worksheet)

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

### **Step 4: Post Activities Program Development Meeting**

(First post meeting after open house)

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

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

## **Communications Career Achievement Award Requirements**

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

### **Communications Achievements**

Do nine of the following:

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

OR

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

OR

- b. Prepare a news release for an upcoming activity or special program for a group such as your post, your school class, or another group. Make sure you get approval before you release it to the media.
8. Develop a plan to make news or newsworthy opportunities for your post or another group approved by your officers. Use one of the following ways to create news: (a) Stage an event; (b) work with a newspaper, radio, or TV station on a project; (c) arrange an interview with the post Advisor; (d) organize an awards presentation in the post; (e) tie in to a well-known week or day; (f) organize a tour.

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

## **Resources**

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

## **Qualifying Achievements**

Because of the design and flexible nature of the program, Advisors and adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

# Communications Achievement Award Worksheet

Name: \_\_\_\_\_

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

## Do nine of the following:

1a. Develop a plan to teach a communication skill (such as make a speech, introduce a speaker, etc.) approved by your Advisor.

1b. Create several teaching aids.

1c. Teach your skill to an individual, your post, a community group, or another group.

1d. Have your Advisor check to see whether the learner or learners have learned the skill.

Completed \_\_\_\_\_

2a. Pick an item or product to sell.

2b. Build a sales plan based on the item's positive points.

2c. Try to "sell" post members on buying the item from you.

2d. Reflect with the post members at a post meeting about how well you did.

Completed \_\_\_\_\_

3a. Demonstrate and practice how you would make a telephone call inviting someone who is an expert (in the field of your choice) to give a demonstration on their skill at a post meeting.

3b. Actually call an expert or consultant and ask him or her to make a presentation or demonstrate a skill at a post meeting.

3c. Greet this presenter before your post meeting.

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

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

OR

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

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

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

OR

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

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

10a. Prepare a personal resume that you would use in applying for a job.

10b. Have a friend act as an interviewer while you role play an interview for a job.

10c. Discuss with two adults what they did to prepare for their careers, what they think is important to include on a resume, and what they think is important when interviewing. Let them critique your resume.

10d. Research careers in the field of communications or public relations. Write a one-page statement on the education, skills, and training needed for one that you are interested in. Talk over with your Advisor or make a brief presentation to your post on what you have discovered.

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

12a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on a subject of your choice.

12b. Write to an individual or organization to request information on a subject of your choice.

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

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

Completed \_\_\_\_\_

## **Resources**

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

## **Qualifying Achievements**

Because of the design and flexible nature of the program, Advisors and adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

## **Requirements**

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

# Communications Career Achievement Award Application

## **Part 1: Candidate Personal Data**

Post/No.: \_\_\_\_\_ Participating Organization: \_\_\_\_\_

Name: \_\_\_\_\_ Nickname: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Zip: \_\_\_\_\_

Home Phone: (\_\_\_\_) \_\_\_\_\_ Birth Date: \_\_\_\_\_

School/College: \_\_\_\_\_ Grade Level: \_\_\_\_\_

## **Part 2: Adult Leader Certification of Candidate**

I certify that the above-named candidate has fulfilled nine required achievements and 50 hours of community service for the Learning for Life Career Achievement Award and has my approval for recognition of this significant accomplishment.

Adult Leader: \_\_\_\_\_

Date: \_\_\_\_\_

## **Part 3: Learning for Life Office Authorization**

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

Learning for Life Office Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

**Description of Activity**

**Total Hours**

**Supervisor Signature and Phone No.**

# ***Exploring***

## **Youth Activity Interest Survey**

Look at the list and place a check mark on the line in front of three (3) items you would like the post to plan as part of its program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

**Name:** \_\_\_\_\_

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

**Sports activities:**

---

---

---

**Hobby/interest:**

---

---

---

**Other ideas:**

---

---

---

# Exploring

## Adult Resource Survey

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

Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Phone Number: (Work) \_\_\_\_\_ (Home) \_\_\_\_\_

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

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

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

Other Sports/Recreation Activities: \_\_\_\_\_

Other Hobbies: \_\_\_\_\_

Other Ideas: \_\_\_\_\_

# Activity Planner

Youth Activity Chairperson \_\_\_\_\_ Adult Consultant \_\_\_\_\_

Youth Phone # \_\_\_\_\_ Adult Phone # \_\_\_\_\_

Other Information \_\_\_\_\_

**Name of the Activity:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Resources Needed:** \_\_\_\_\_

\_\_\_\_\_

## Alternatives

What is the alternate plan in case of bad weather or other factors?

\_\_\_\_\_

**Personnel:** *Delegate responsibilities!*

Job to Be Done	Assigned to

Follow-up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

## Carry Out the Plan/Conduct the Activity

Just before the activity, double-check all arrangements.

Notes: \_\_\_\_\_

\_\_\_\_\_

After the activity, thank everyone involved, and leave things clean and in good order.

## After-Action Evaluation

Use a separate sheet to explain your reasons for how you answered.

Should the post do this activity again? \_\_\_\_\_ Yes \_\_\_\_\_ No

Number participating: \_\_\_\_\_ Explorers \_\_\_\_\_ friends \_\_\_\_\_ adults

## Sample of a Completed Communications Careers Exploring Program Calendar

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





***Program Match Sheet:***

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

### *Program Match Sheet*

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

### **Instructions for Using Program Match Sheet:**

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

