



Welcome to Exploring

This guide illustrates how using the Exploring program planning process can get your Explorer post up and running and off to a successful start. It also will provide information to help you when you first meet with youth.

Details on post operations, program planning, and elected youth officer training can be found in the *Explorer Leader Handbook*.

Getting Started

There are several things you need to know:

- What is Exploring, its goals and methods?
- What's in it for you?
- What's in it for youth?
- How do you get your post up and running?

The Exploring Program

Exploring is for young adults ages 14 to 20.

The program matches the interests of young adults with adult expertise and resources of the participating organization and other adults in the community.

The program is carried out through an Explorer post. Its purpose is to provide experiences that will affect the positive development of youth at a critical stage in their lives and to prepare them to become responsible and caring adults.

The post is led by elected youth officers. Young adults join to gain insight through fun-filled programs and hands-on activities provided by the participating organization, adult committee volunteers, youth participant parents, and other consultants from the community.

Program Goals

Exploring has four specific goals for Explorers:

1. To gain practical experience in a career
2. Engage in a program of activities centered on Exploring's programs of emphasis: **career opportunities, life skills, service learning, character education, and leadership experience**
3. To experience positive leadership from adults and youth and to have an opportunity to lead others
4. To learn and grow in a caring environment

Program Methods

The Exploring methods listed below have been carefully designed to meet the needs of young adults.

- *Voluntary association between youth and adults.* Youth are receptive to new ideas, experiences, and that provide care, a connection to new ways of thinking and acting, and a new identity.
- *Ethical decision making.* By taking responsibility for their programs, activities, and experiences, Explorers learn how to make decisions and ethical choices.
- *Group activity.* Exploring activities are interdependent group experiences in which success is dependent on the cooperation of all.
- *Recognition of achievement.* Recognition comes through formal awards and through the acknowledgement of a youth's competence and ability by peers and adults.
- *Democratic process.* The election of post officers is important to the success of the post.
- *Experiential learning.* Exploring is about curiosity, exploration, and adventure. Learning by doing provides opportunities for developing new skills and participating meaningfully in action-oriented activities.

Post Leadership and Responsibilities

The following adult and youth leadership positions and responsibilities are suggested to run a successful post.

Adult Leadership

- **The Advisor** is an adult volunteer age 21 or older who is selected by the participating organization and has responsibility for

1. Attending post meetings
2. Training youth officers to plan and coordinate the program
3. Conducting the program capability inventory
4. Helping youth plan and implement activities

- **The post committee** is composed of adult volunteers—from parents, participating organization members, and other interested adults—who support the post program. Their responsibilities are as follows:

The chair conducts monthly committee meetings and coordinates post efforts.

The treasurer advises the youth treasurer and assists with fund-raising activities.

Committee volunteers help youth activities chairs carry out their responsibilities.

Consultants interact with the post by providing technical expertise, special skills, equipment, facilities, or community contacts related to the post program. They may be one-time participants (i.e., a federal judge).

Youth Leadership

Youth participants are elected to leadership positions in the following areas:

- **The president** is the key youth leader and works closely with the Advisor and leadership team to plan post and post officers' meetings. The president presides at post meetings.
- **The administrative vice president** is responsible for participation and recognition.
- **The program vice president** surveys participants about their interests to help plan program activities. This vice president also schedules activities.
- **The secretary** keeps records, takes meeting minutes, and handles correspondence.
- **The treasurer** maintains the post's funds.
- **The youth activity chair** is appointed by the post president to chair a post activity or project. Each chair serves through completion of his or her

appointed task and is then reappointed to chair or assigned to work on upcoming post activities.

Getting Your Post Up and Running (Post Program Planning Process)

- A. Hold a briefing meeting for key adults from the participating organization.** Identify other interested adults at the meeting to serve as volunteers on the post committee.
- B. Conduct the program capability inventory.** (PCI; see addendum B) and discuss plans to expand the PCI to include other adults—members of the participating organization, friends, associates, and so on. Secure commitment for help and support.
- C. Plan the first three-month program.** Select program activities for each scheduled post meeting. Appoint an adult committee volunteer or adult consultant for each activity.
- D. Invite youth to the post's first meeting.** Discuss the purpose and focus of the post program. Review the potential for the program based on the resources from the program capability inventory, the participating organization, and the post committee.
- E. Survey youth participants.** As soon as possible, find out what the youth want to do. Complete the Explorer activity interest survey (see addendum D).
- F. Match youth activity interests with resources.** Compile the Explorer activity interest survey results and match them with the program capability inventory (Program Planning Form; see addendum C). When a suggested Explorer activity matches a resource from the PCI, you might have the basis for a possible program. The post committee will need to find other resources for the remaining Explorer activity interests.
- G. Brainstorm with youth.** Initiate a discussion with the youth participants to reveal ideas that might not be on the survey. Include the entire post.
- H. Fill in the gaps.** Make sure that the program activities are balanced and include the **five program of emphasis areas**.
- I. Schedule activities.** Review and adopt the post program schedule for the remainder of the year. (See addendum G for a sample annual post program outline.) Be aware of conflicts with other community activities and avoid cancellations.
- J. Select youth activity chairpersons and adult consultants.** Appoint capable youth participants for each activity and an adult consultant from the pro-

gram capability inventory. The activity chairperson should use the activity planner (see addendum F) to complete the project.

- K. Monitor the program's progress.** Keep tabs on the program's development to help ensure success. During its first three months, a post should:
1. Elect post officers.
 2. Critique the first month's activities.
 3. Conduct the elected post officers' seminar (see addendum H)

Key Factors for Successful Post Operations

- A. Use post resources.** Conduct the program capability inventory (PCI). This is an inventory of information about adults related to the participating organization and parents who are willing to provide program help to the post. This program help may involve their career knowledge, special skills, contacts, facilities, and ideas (see addendum B).
- B. Get parents involved.** Encourage parents to become involved in Exploring activities whenever possible. Suggestions might include:
- Serve on the post committee
 - Provide transportation, equipment, chaperoning, counseling, and planning to support activities
- C. Seek youth input.** Have each post participant complete the Explorer activity interest survey (see addendum D). Conduct the survey on a regular basis to check on the interests of new participants.
- D. Guide youth leadership.** Youth officers are elected and trained to lead, plan, and make decisions regarding the implementation of post programs and

activities. They should serve long enough to have successful experiences.

- E. Hold regular post meetings.** A minimum of two Explorer post meetings should be held each month. Discuss important business first. Reserve the remaining time for a planned activity. These activities could be learning new skills (i.e., CPR, first aid, a career seminar, computer programming, etc.) or preparing for a field trip or activity (see addendum E).

The post president conducts post meetings. A detailed, written agenda should be developed for each meeting. The program vice president and activity chair make reminder phone calls to program presenters or consultants. The president should ensure that all post meetings start on time. Guests should be introduced and made to feel welcome.

- F. Train and develop youth officers—the post officers' seminar.** The seminar is a training and planning session for newly elected officers. It is led by the Advisor, the youth president, and the associate Advisors. A successful seminar provides a clear road map for the coming months and enables the officers to begin assuming leadership of their post (see addendum H).
- G. Give recognition for achievement.** Young adults will expect to be rewarded for their accomplishments. There are several recognition programs and scholarship opportunities available to Explorers.
- H. Maintain a well-rounded program.** Use the five program of emphasis areas as a guide to plan programs that will help maintain interest and meet the goals and objectives of the Exploring program. A variety of program helps are available to assist you in developing and carrying out an effective program.



Adult Explorer Leader Basic Training, Self-Study Course, No. 99-214. This self-study course is designed so that leaders who cannot attend regular group training courses can study the literature on their own.

***Career Achievement Award.** This is included on the CD-ROM in the **Explorer Post New-Advisor Kit**. The award program allows young people to acquire and be recognized for community service and career proficiency in Exploring's 12 career clusters: arts and humanities, aviation, business, communications, engineering, fire and emergency services, health, law and government, law enforcement, science, skilled trades, and social services. Upon completion, the post Advisor presents the Explorer the **Certificate of Proficiency, No. 32194**.

***Character Education Activities.** This is included on the CD-ROM in the **Explorer Post New-Advisor Kit**. It presents 26 moral dilemmas for Explorer posts to use in developing youth participants' critical thinking. You can begin with the prepared dilemmas and work toward your post developing its own situations. You can conduct them as single activities during one post meeting, or can use several meetings to explore the character issues in depth.

***Character Education in Exploring.** This is included on the CD-ROM in the **Explorer Post New-Advisor Kit**. It is a flyer that describes the key components of character education in Exploring: 1) learning through experiences, 2) problem-solving skills, 3) character education forum, and 4) reflection.

***Congressional Award Programs application.** This is included on the CD-ROM in the **Explorer Post New-Advisor Kit**. An adult adviser, whom the youth chooses, helps the youth set challenging but achievable goals in the four program areas of voluntary public service, per-

sonal development, physical fitness, and expedition/exploration.

Discover a Career through Exploring, No. 99-265.

This full-color promotional three-fold brochure, which fits into a standard envelope, describes to youth how Exploring can be an informative and fun way to help them prepare for the future.

Drug Abuse Prevention for Explorers, A Guidebook, No. 99-210. This covers how Explorers can assist with community drug awareness programs. It includes sample programs, resources, controlled substance uses and effects, and a sample drug awareness program agenda.

Explorer Leader Handbook, No. 34637B. This comprehensive book contains information for the youth and adult leaders of Explorer posts. There are sections on getting started, post operation, program planning, reference, and sample forms. A special section is included for the post Advisor.

Explorer Post New Advisor Kit, No. 99-209. The contents of this kit (items marked with asterisks) provide basic start-up materials for new Explorer Advisors and post committee members. The kit includes Exploring literature designed to show how leaders of new posts can get an Explorer post off to a successful start.

Exploring Appreciation Certificate, No. 33144A. The certificate inscription, "In Grateful Appreciation," recognizes individuals and organizations for their work in Exploring.

***Exploring Program Development Guide.** This pamphlet is included in the **Explorer Post New-Advisor Kit**. It is designed for use in the briefing meeting of key staff members of a potential new participating organization for the purpose of making a definite commitment to the development of an Explorer post.

Exploring scholarship applications. The applications are available at www.learning-for-life.org/exploring for Explorer posts in aviation, fire service, health, law enforcement, and skilled trades.

Facts Every Teen Should Know About Sexual Abuse, No. 99-249. This is a youth protection article that explores specific sexual abuse issues, includes a suggested discussion guide for youth and adult leaders, and lists resources for more information about sexual abuse.

Fire Service Exploring (flyer), No. 34660. This full-color 8½" × 11" recruiting flyer can be localized with information on where young people can go to join.

For a Change, Try Aviation Exploring, No. 99-247. This full-color three-fold promotional brochure fits into a standard envelope. It describes to young people how aviation Exploring can be an informative and fun way for them to prepare for the future.

Guide to Safe Learning for Life Activities. You will find this guide under "Resources" at www.learning-for-life.org/exploring. It prepares adult leaders to conduct Learning for Life activities in a safe and prudent manner.

Law Enforcement Exploring (flyer), No. 34047. This full-color 8½" × 11" recruiting flyer can be localized with information on where young people can go to join.

Law Enforcement Exploring poster, No. 99-234. This full-color 22" × 34" recruiting poster can be localized with information on where young people can go to join.

***Leadership Award for Youth and Adults.** This application is on the CD-ROM in the **Explorer Post New-Advisor Kit**. The award is given to young people and adults who have given exceptional dedication and leadership to the youth participants in either Exploring or the Learning for Life high school program.

Learning for Life Awards and Recognition Programs, No. 99-284. This includes descriptions of Exploring awards and recognitions for youth participants and adult leader awards, and a list of national Exploring scholarships.

Learning for Life Web site. Visit the Learning for Life Web site (www.learning-for-life.org) and connect with today's Explorers in arts and humanities, aviation, business, communications, engineering, fire and emergency services, health careers, law, law enforcement, science, skilled trades, and social services.

New Posts Start-Up Orientation (Advisor Fast Start). This guide, included in the **Explorer Post New-Advisor Kit**, explains how to use the Exploring program planning process for getting a career Explorer post off to a suc-

cessful start. The guide includes information for the first meeting with adult leaders and youth.

Post Advisors' Fast Start, No. AV-09V030. This 11-minute VHS training video is designed to help new post Advisors understand the dimensions and dynamics of their role in Exploring. It contains three sections: 1) Understanding Your Role as an Advisor, 2) Developing a Community of Youth Leaders, and 3) Getting Your Post Up and Running.

Post Officers' Fast Start, No. AV-09V028. This 11-minute VHS training video helps new post officers understand the dimensions and dynamics of their roles in Exploring. The Advisor should present it to post officers during their post officers' seminar.

Post Officers' Seminar (The seminar outline is found in the Advisors' section of the *Explorer Leader Handbook*, No. 34637B.) The post Advisor conducts this training to familiarize the newly elected youth officers with their duties and update the annual post activity schedule.

What's In It for Youth?—Exploring. This useful tool is included in the **Explorer Post New-Advisor Kit**. It is a matrix (lookup table) showing what teenagers learn from the Exploring program, when it happens in the Exploring program, and the available Exploring resources. For example, the matrix shows that teenagers can learn leadership skills by serving as a post activity chair for conducting challenge initiative games found in the *Explorer Leader Handbook*.

***Young American Awards.** This award application is included on the CD-ROM in the **Explorer Post New-Advisor Kit**. First presented in 1968, the award is given to young adults 15 through 25 who have achieved excellence in a field of endeavor and who have been involved in service to their community, state, or country that adds to the quality of life. The fields of endeavor are art, athletics, business, community service, education, government, humanities, literature, music, religion, and science. The national Young American Award includes a medallion, a trophy, and an unrestricted grant of \$5,000. The award is presented annually to five outstanding young Americans. Each council selects and submits their top nominee for consideration.

Youth Protection Guidelines. (See "Youth Protection Guidelines" in Chapter 5 of the Advisor section, *Explorer Leader Handbook*, No. 34637B.) As an Explorer leader, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life 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.

Youth Protection—Personal Safety Awareness (video), No. AV-09V027. The VHS video presentation is for any young person 14 to 20 years of age. It is made up of a series of vignettes dealing with the issues of personal safety. After each scenario, instructions are given for local group discussion, followed by a teen panel with

pertinent advice and comments regarding each situation. The video is segmented for flexibility in a classroom or meeting venue.

How to Order

All the literature and resources are available through your local Learning for Life office or on our Web site at **www.learning-for-life.org**.



Addendum A Parent Permission Sample Form

Addendum B Program Capability Inventory (PCI)

Addendum C Program Planning Form

Addendum D Explorer Activity Interest Survey

Explorer Activity Interest Survey—Alpha List

Addendum E Sample Regular Post Meeting Agenda

Addendum F Activity Planner

Addendum G Sample Annual Post Program Outline

Addendum H Post Officers' Seminar Agenda

PARENT PERMISSION SAMPLE FORM

Sample

PARENT PERMISSION

(For Explorers and guests, under 21 years of age, participating in an Explorer post trip or activity)

_____ has my permission to participate in
(Explorer or guest)

_____ on _____
(Activity or trip) (Date)

I know of no health or fitness restriction(s) that preclude participation. In the event of illness or injury occurring to my son or daughter while involved in this activity, I consent to X-ray examination, anesthesia, medical, or surgical diagnostic procedures or treatment that is considered necessary in the best judgment of the attending physician and performed by or under the supervision of a member of the medical staff of the hospital furnishing medical services. (It is understood that in the event of a serious illness or injury, reasonable efforts to reach me will be attempted.)

Signature _____ Date _____

Phone numbers where I can be reached during the time of this activity:

Home () _____ or Work () _____



PROGRAM CAPABILITY INVENTORY (PCI)

Explorer Post No. _____ Business/Organization _____

Instructions

Each year our Explorers, young men and women aged 14 to 20, need adult volunteers to serve as Advisors, program consultants, and helpers with transportation, chaperoning, counseling, and planning.

We would like to know in which areas of career interests, hobbies, or contacts you would be willing to help our Explorers.

If they decide to call on you for help, an appointment will be made with you well in advance.

Thank you for your willingness to assist our Explorers and please return this PCI form to: _____

(Please complete.)

Date: _____

Name _____

Address _____

City _____ State _____ ZIP _____

Phone (home) _____ - _____ (business) _____ - _____

Occupation _____ Position _____

Yes! I would be willing to help in the areas designated below:

Hobbies AND SKILLS

- | | | | | | |
|-------------------|------------------|-----------------------|--------------------|-----------------------|--------------------|
| Backpacking _____ | Canoeing _____ | Fishing _____ | PROMOTING _____ | Snow Skiing _____ | SURVEYING _____ |
| Basketball _____ | COACHING _____ | Gourmet Cooking _____ | Sailing _____ | Swimming _____ | TRAINING _____ |
| Bicycling _____ | COUNSELING _____ | Marksmanship _____ | Scuba Diving _____ | PUBLIC SPEAKING _____ | Water Skiing _____ |
| Bowling _____ | CREATING _____ | ORGANIZING _____ | Softball _____ | Surfing _____ | Others _____ |
| Camping _____ | Diving _____ | Photography _____ | | | |

MEMBERSHIPS

Please list your clubs, associations, fraternal groups, etc.:

CONTACTS

Please list people that you would be willing to ask to share their careers, hobbies, or skills:

SPECIAL PROGRAM ASSISTANCE

___ I have a station wagon ___ van ___ or truck ___.

___ I have a workshop.

___ I have family camping gear ___ RV ___ or pop-up camper ___.

___ I can make contacts for special trips and activities.

___ I have access to a cottage ___ or camping property ___.

___ I have access to a boat ___ or airplane ___.

___ I can help with leadership skills.

___ I can help with _____
(Career information)

___ I can help with _____
(Vocational information)

___ I can help with community service projects.

___ I can help with fundraising projects.

PROGRAM PLANNING FORM

To be used for Program Capability Inventory recap.

NAME	PHONE	CAREER	HOBBY	CONTACT

POST COMMITTEE SUGGESTIONS

EQUIPMENT AND FACILITIES

CHARTERED ORGANIZATION SUGGESTIONS

CONSULTANTS

EXPLORER ACTIVITY INTEREST SURVEY

Complete the following. Your responses will be used to help develop the program of activities throughout the year, so it is very important that you provide complete responses.

Name: _____

Date: _____

1. What specific interests do you have that you would like to see our post pursue during this year? _____

2. Do you have any ideas or suggestions for activities that would address these interests? _____

3. Consider for a moment the five program of emphasis areas. How would your interests fit into any of these areas? _____

EXPLORER ACTIVITY INTEREST SURVEY—ALPHA LIST

Please check those activities, tours, projects, and seminars that you would like the post to plan as part of its program for the year.

- | | | |
|---|--|---|
| <input type="checkbox"/> Airport tour | <input type="checkbox"/> Halloween party | <input type="checkbox"/> Recognition dinner |
| <input type="checkbox"/> Auto mechanics | <input type="checkbox"/> Ham radio | <input type="checkbox"/> Recycling center |
| <input type="checkbox"/> Automobile plant/dealership | <input type="checkbox"/> Hiking trail cleanup | <input type="checkbox"/> Rifle marksmanship meet |
| <input type="checkbox"/> Backpacking | <input type="checkbox"/> History, study the town's | <input type="checkbox"/> River rafting |
| <input type="checkbox"/> Barbecue party | <input type="checkbox"/> History, trace family | <input type="checkbox"/> Road rally |
| <input type="checkbox"/> Beach party | <input type="checkbox"/> Hobby smorgasbord | <input type="checkbox"/> Rock climbing/rappelling |
| <input type="checkbox"/> Bike hike | <input type="checkbox"/> Holiday Party | <input type="checkbox"/> Roller skating |
| <input type="checkbox"/> Block party | <input type="checkbox"/> Horseback riding | <input type="checkbox"/> Sailing lessons |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Hospital volunteer | <input type="checkbox"/> Saving money |
| <input type="checkbox"/> Buy a car, how to | <input type="checkbox"/> Hunter safety | <input type="checkbox"/> Scholarships |
| <input type="checkbox"/> Camping trip | <input type="checkbox"/> Ice-skating party | <input type="checkbox"/> Senior citizens, assistance to |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Industry, local | <input type="checkbox"/> Ski weekend |
| <input type="checkbox"/> Car wash | <input type="checkbox"/> Interpost activities | <input type="checkbox"/> Slide show, plan a |
| <input type="checkbox"/> Career clinic | <input type="checkbox"/> Job interviewing skills | <input type="checkbox"/> Snorkeling/scuba diving |
| <input type="checkbox"/> Child care | <input type="checkbox"/> Law mock trial | <input type="checkbox"/> Spaghetti dinner |
| <input type="checkbox"/> Civil defense | <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Sports medicine |
| <input type="checkbox"/> College or university visit | <input type="checkbox"/> Lifesaving, swimming | <input type="checkbox"/> Sports safety |
| <input type="checkbox"/> College panel discussion | <input type="checkbox"/> Military base trip | <input type="checkbox"/> Sports tournament |
| <input type="checkbox"/> Community cleanup activity | <input type="checkbox"/> Morality, ethics | <input type="checkbox"/> State capitol, visit |
| <input type="checkbox"/> Conservation project | <input type="checkbox"/> Movies | <input type="checkbox"/> Summer jobs clinic |
| <input type="checkbox"/> Court session | <input type="checkbox"/> Music listening | <input type="checkbox"/> Swim meet |
| <input type="checkbox"/> Cruise, sailing | <input type="checkbox"/> National Explorer conferences | <input type="checkbox"/> Swimming party |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Newsletter writing | <input type="checkbox"/> Television station |
| <input type="checkbox"/> Diet and nutrition | <input type="checkbox"/> Orientation flight | <input type="checkbox"/> Tennis clinic |
| <input type="checkbox"/> Disabled citizens, assistance to | <input type="checkbox"/> Orienteering | <input type="checkbox"/> Train trip |
| <input type="checkbox"/> Drug abuse/alcoholism | <input type="checkbox"/> Pancake breakfast/supper | <input type="checkbox"/> United Way, support the |
| <input type="checkbox"/> Easter egg hunt for children | <input type="checkbox"/> Parents' night | <input type="checkbox"/> Waterskiing |
| <input type="checkbox"/> Emergency preparedness | <input type="checkbox"/> Part-time jobs clinic | <input type="checkbox"/> Weather bureau |
| <input type="checkbox"/> Family picnic | <input type="checkbox"/> Photography | <input type="checkbox"/> Winter camping trip |
| <input type="checkbox"/> Family sports day | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Fashion show | <input type="checkbox"/> Play, produce a | _____ |
| <input type="checkbox"/> Fire safety | <input type="checkbox"/> Police station | _____ |
| <input type="checkbox"/> First aid training | <input type="checkbox"/> Post reunion party | _____ |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Power station | _____ |
| <input type="checkbox"/> Gourmet cooking | <input type="checkbox"/> President's Physical Fitness Test | _____ |
| <input type="checkbox"/> Government official | <input type="checkbox"/> Progressive dinner | _____ |
| <input type="checkbox"/> Hair styling | <input type="checkbox"/> Public speaking | |

SAMPLE REGULAR POST MEETING AGENDA

3 Min.	1. Call to Order and Introduction of Guests	_____ Post President
10 Min.	2. Old Business	_____ Post President
	A. Secretary reads minutes of previous meeting	
	B. Treasurer reports	
	C. Post officer's report	
10 Min.	3. New Business	_____ Post President
	A. Discussion by post members on matters that need a decision	
	B. Enroll new members	_____ Administrative Vice President
	C. Promotion of upcoming events	_____ Program Vice President
	D. Post Advisor comments	_____ Post Advisor
45 Min.	4. Post Activity* Program	_____ Youth Activity Chair
	A. Remind Explorers about materials needed, requirements, or what to bring and wear, etc.	
	B. Introduction of presenters	
	C. Carry out plan or conduct the activity	
2 Min.	5. Announce Date, Place, and Time of Next Meeting	_____ Post President
5 Min.	6. Closing	_____ Assigned Participant
	7. Refreshments and Fellowship by Post Members	

After the meeting: Advisor and post president confirm plans for the next officers' meeting. Post 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. See addendum G for sample post activity programs.



ACTIVITY PLANNER

Filed in by Officers

Activity _____

Activity Chairman _____

Consultant _____

Address _____

_____ Phone _____

Place _____ Date _____

Officers' comments _____

Check Emphasis Areas

- Career Opportunities
- Life Skills
- Service Learning
- Character Education
- Leadership Experience

Filed in by Activity Committee

Committee participants _____

DETERMINE THE ACTIVITY (Call a Committee meeting, discuss the event, make the plan)

What is to be accomplished? _____

IDENTIFY THE RESOURCES

Equipment and facilities needed _____

Cost and how activity is paid for _____

Manpower required _____

CONSIDER ALTERNATIVES

How can activity be accomplished? _____

What are alternate plans? _____

REACH A DECISION—MAKE THE PLAN
—DELEGATE RESPONSIBILITIES

Job to be done

Assigned To

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 and conduct the activity to the best of your ability, using your committee and consultant.

Notes _____

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

EVALUATE THE ACTIVITY

Did the members like it? _____

Number participating _____ Explorers _____ friends _____ adults _____

Should we repeat this activity? yes no why? _____

How well did the plan work? _____

How can we improve the activity? _____

What were costs? To the post _____ cost per person _____

Attach all receipts or bills for the activity.

Signed _____ date _____

Activity Committee Chair

Fill out and return this report as you plan, execute, and evaluate your activity. Turn the completed report in to the vice president for program for inclusion in the post's activity file.

Filled in by Activity Committee

SAMPLE ANNUAL POST PROGRAM OUTLINE

Date	Topic	Activity Chair
September 1	Post Officers' Meeting	Katie Anthony, president
September 6	First Meeting—Sign-up Meeting	Joe Henning, Advisor
September 21	Hospital Visit	Bill Rogers
October 1	Post Officers' Meeting	Katie Anthony
October 4	Overview of Telecommunications	Robin Hunt
October 18	Community Night Watch	Elaine Carlberg
October 22	Post Officers' Seminar	Brian Schad
November 1	Post Officers' Meeting	Katie Anthony
November 8	Ethical Controversy Activity— "Who Owns Your Knowledge"	Jim Kaminski
November 8 and 19	Post Community Service Project	Bill Ridge
December 1	Post Officers' Meeting	Katie Anthony
December 3	Out All Night	Debbie Williams
December 6	High School and College Curriculum— Salaries, Position Descriptions, Resumes, Selection, Appraisals, and Career Planning	Shawn Flate
January 5	Post Officers' Meeting	Katie Anthony
January 10	Newspaper—Business, Design, and Editorial	Carrie Walker
January 24	Robotics, Instrumentation, and Electronics	Maria Bamberger
February 1	Post Officers' Meeting	Katie Anthony
February 7	Post Parents' Night	Mickey Manuel
February 8	Lock-In	Kathleen Conwell
February 21	Ethics Forum: "Can Food and Water Be Denied"	Tonia Badura
March 1	Post Officers' Meeting	Katie Anthony
March 7	Town Council Meeting	Rachel Nieder
March 11	Landscape Public Property	Brett Braitwaite
March 21	Exploring Leadership Conference	Michael Plochocki
April 1	Post Officers' Meeting	Katie Anthony
April 4	Radio Station with Remote News Coverage	Lori Angel
April 13	Annual Post Awards Dinner	Philip Tesarek
April 18	Assist Local Charity with Painting and Repair	Mark Bass
May 1	Post Officers' Meeting	Katie Anthony
May 9	Superactivity Plans	Robert Yarbrough
May 13	Post Family Picnic and Day Hike	Bill Lugg

POST OFFICERS' SEMINAR AGENDA

WELCOME BY ADVISOR AND POST PRESIDENT

Explain the purpose and objective of the seminar.

I. DUTIES—Review and discuss officer and Advisor roles and responsibilities:

Why they joined and what they expect to get from their participation.

II. ACTIVITIES—Discuss program planning process. Select one activity and practice steps in the planning process using the *Activity Planner* (addendum F).

Plan this activity using the following steps:

1. Determine the activity (what is to be accomplished)
2. Identify resources (equipment, costs, manpower)
3. Consider alternatives (brainstorm how to accomplish)
4. Reach a decision (what, when, where, make assignments)
5. Conduct the activity (share plan, follow up)
6. Evaluate the activity (determine if participants liked it)

III. SCHEDULING—Plan and schedule a year's program. Review importance of all five program of emphasis areas reflected in the year's activities. Review *Program Capability Inventory* and *Explorer Activity Interest Survey (EIS)* for capabilities and interests. Use the brainstorming method to list definite activities for the year. Put the 12 monthly calendars on the wall and write in dates of post meetings, topics of selected activities or special events, and the names of activity chairs. Avoid conflicts with school, vacations, etc. Before selecting activities, discuss their advantages and disadvantages and be sure activities are based on the five program of emphasis areas and post goals. Decide which fund-raising activities are necessary.

IV. MEETINGS—Discuss format for post meetings (see *Sample Regular Post Meeting Agenda*—addendum E). Explain role of each officer, activity chair, and post member. Develop sample agendas for meetings.

V. BYLAWS—Appoint a youth committee and chairperson with adult consultant to establish post bylaws and code of conduct. Establish rules of conduct, attendance expectations, qualifications for participating in post superactivities, dues, and allocation of funds from approved money-earning projects, etc.

VI. CLOSING—Congratulate officers. Reflect on and evaluate day's activities. Reinforce need to carry out each assignment and that their newly planned calendar of activities should be printed and distributed to all post members, post committee members, consultants, and parents.



LEARNING FOR LIFE
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
<http://www.learning-for-life.org>