

# Exploring®

## Career Opportunities Development Meeting

1. Conduct post adult leadership training. (Use the post adult leadership training agenda.)  
Review job descriptions. (See Exploring Adult Leader Guide)  
Discuss how the Exploring program is developed.  
Distribute Safety First and other Exploring resources.  
Discuss the youth protection policy and adolescent development.
2. Select the career opportunities the organization can support.  
Complete the appropriate career opportunities worksheet.  
Brainstorm others idea if necessary.  
Name an adult resource consultant for each “Yes” career opportunity topic.
3. Complete the post program development calendar.  
Write in council Exploring activities.  
Schedule first and second career opportunities meeting dates for each month.  
Schedule monthly post planning meeting dates.
4. Plan the firstnighter.  
Review the firstnighter agenda and checklist.  
Send a letter of invitation and followup.
5. Complete the Exploring adult participants’ roster.



## Adult Leadership Training Agenda

### 1. Welcome

### 2. Purpose of Exploring

Exploring is the worksite-based program of Learning for Life. Explain the purpose of Exploring and its benefits to the participating organization, employees, and community youth as found in the Exploring magazine insert, No. 99-992. Note: Option—Use *Post Advisors' Fast Start*, AV-09V030.

### 3. Review of Job Descriptions for Adult Post Leaders (See Exploring Adult Leader Guide)

Distribute and review the job descriptions of adult post leaders.

### 4. How the Exploring Program Is Developed

Exploring is developed using the resources of participating organizations to meet area youth interests. Discuss that the object is to develop a balanced program. To accomplish this, the program uses five areas of program emphasis. The areas are

#### A. Career Opportunities

Developing potential contacts that may broaden employment options

Boosting self-confidence and experiencing success at school and work

#### B. Life Skills

Developing physical and mental fitness

Experiencing positive social interaction

#### C. Citizenship

Encouraging the skill and desire to help others

Gaining a keen respect for the basic rights of others

#### D. Character Education

Helping make ethical choices

Fulfilling one's responsibility to society as a whole

#### E. Leadership Experience

Developing leadership skills to fulfill our responsibilities in society

Providing exposure to different leadership traits

The Exploring program is composed by balancing career opportunities with post activities (the other four areas). It is developed using five steps:

1. The participating organization makes a commitment to Exploring.  
The top individual recruits adult leaders.  
The organization sends letters of invitation to prospective Explorers.
2. The organization holds the career opportunities development meeting.  
The organization selects and schedules career opportunities.  
The organization plans a post firstnighter.  
The adults are trained.

3. The post holds its firstnighter and conducts the Explorer activity interest survey.
4. The post conducts post activities development meeting.
5. Post officers attend training.

**5. Youth Protection (See Learning for Life's Safety First and Youth Protection Guidelines)**

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. Due to 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, Explorer leaders are obliged to be familiar with the youth protection emphasis of Learning for Life.

**Creating External Barriers to Abuse**

Two-deep leadership on all trips and on all activities

No one-on-one contact with Explorers

Respect for privacy

Separate accommodations

Proper preparation for activities

No secret organizations

No hazing

Appropriate attire

Proper training, supervision, and monitoring of officers

No fraternization between youth and adult participants

**6. Adolescent Development**

As adult leaders, you can make a real difference in the lives of the young people in our posts if you are aware of the five important developmental issues each Explorer faces. The issues include:

**A. Experimentation**

Explorers want to try out life! They want to experience a variety of social roles, responsibilities, values, and personalities. This can include risk-taking.

**B. Movement from dependence to interdependence**

Explorers are moving away from being dependent on parents, teachers, and other adults and moving toward becoming interdependent with them.

**C. Social relationships**

Quality social interaction with others is as important for an Explorer's health and well-being as it will be at any other time in his or her life. The significance of his or her identity and experiences is in large part created by his or her social relationships.

**D. Physiological changes and sexual maturity**

Explorers are experiencing great physiological changes that influence their relationships with each other and with adults.

E. Re-evaluation of values

Exploring-age youth are capable of thinking critically and analytically about their personal, family, and social values, making it possible for them to see inconsistencies in our values and leading them to search for opportunities to commit to new values.

**7. What Explorers Need**

Based on the five developmental issues, here is what Explorers need from the Exploring program:

- A. Opportunities for participation and experimentation
- B. Freedom to make choices
- C. Guidance in learning to care about others
- D. Enjoyment of life
- E. New skills
- F. Opportunities for reflection
- G. Respect
- H. Acceptance
- I. Appropriate role models
- J. Problem-solving skills
- K. To be listened to

How does Exploring support the fulfillment of these youth development needs? By providing leadership roles, cooperative relationships, real responsibilities, fun, new career and personal skills, and opportunities to care about others.

**8. What Explorers Get From the Program**

Review the Exploring Experience national research study (No. 02-387). It shows that youth get the following benefits from the Exploring program:

- A. Strong personal values and character
- B. A sense of self-worth and usefulness
- C. Caring and nurturing relationships with parents, other adults, and peers
- D. A desire to learn
- E. Productive/creative use of time

## Exploring Program Resources

Safety First ([www.learning-for-life.org](http://www.learning-for-life.org))

Web site Resources at [www.learning-for-life.org/exploring](http://www.learning-for-life.org/exploring)

Activities for Explorer posts by cluster

Awards by career cluster for youth and adults

Career Achievement Award Programs—One for each of the 12 career clusters

Community Crime Prevention Award

Congressional Award Fact Sheet and Application—For youth ages 14 to 23

DEA Drug Abuse Prevention Service Award

Law Enforcement Exploring Proficiency Awards

Other Awards

Leadership award applications for youth and adults

Russell C. Hill Award—For individuals and organizations in character education

William H. Spurgeon III Award—For individuals and organizations in Exploring

Young American Award Application—For youth ages 15 to 25

Scholarships by career cluster

Aviation Careers

Fire Service Careers

Health Careers

Law Enforcement Careers

Skilled Trades Careers

The Exploring Experience research study, [www.learning-for-life.org/exploring](http://www.learning-for-life.org/exploring)

Local Learning for Life/Exploring office:

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