

# Adult Explorer Leader Basic Training



BOY SCOUTS OF AMERICA

# **ADULT EXPLORER LEADER BASIC TRAINING**



**BOY SCOUTS OF AMERICA**

<b>Introduction</b>	This training is designed to introduce adult Explorer post leaders to the basic information needed to operate a post. This information includes (1) the purpose and mission of Exploring; (2) characteristics of Explorer-age youth; (3) organization and leadership of the post; and (4) program planning and officer training.
<b>Course Format</b>	The course can be offered in four separate sessions, in two longer sessions, or in one day with a lunch break. The total time necessary is about four hours.
<b>Who Should Attend</b>	New post chartered organization personnel, Explorer post Advisors, associate Advisors, post committee members, service team members, and other adults involved with Exploring should attend.
<b>Audiovisuals</b>	The videotapes used in these sessions are available through your BSA local council or the Audiovisual Service of the BSA national office. Instructors should preview these videotapes prior to the training sessions.
<b>Appendix</b>	The Appendix of this training course is designed for BSA local council reproduction. The items may be used as handouts and/or overheads.
<b>Materials Needed</b>	<p>VCR with monitor  Flip chart or blackboard  Charts 1–10 (see Appendix; reproduce for handouts and/or make overheads)  Overhead projector, if desired  <i>Explorer Leader Handbook</i>, No. 34637, for each participant  <i>Exploring Program Development Guide</i>, No. 23-866, for each participant  <i>Youth Protection Guidelines</i>, No. 46-008, for each participant  <i>Youth Protection—Exploring</i> videotape, AV-047  <i>Moments in Common</i> videotape, AV-03V005  Program capability inventory form (PCI, see Appendix) for each participant  Program planning form for each post (see Appendix)  Exploring Literature and Resources, No. 23-200, for each post  Ethical Controversies, No. 23-823, one packet per post  Take Adventure to the Limit, No. 83-150  Samples of <i>Scouting</i> and <i>Exploring</i> magazines  Explorer Leader Progress Record (see Appendix), No. 23-856, for each participant  National Awards, Activities, and Scholarships, No. 23-220</p>

# SESSION ONE

## INTRODUCTION TO EXPLORING: THE EXPLORING MISSION

### Purpose

The purpose of this session is to provide Advisors with an introduction to the mission of the Exploring program of the Boy Scouts of America.

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### Materials Needed

VCR with monitor  
Flip chart or blackboard  
Charts 1–4 (see Appendix; reproduce for handouts and/or make overheads)  
Overhead projector, if desired  
*Explorer Leader Handbook*, No. 34637, for each participant  
*Exploring Program Development Guide*, No. 23-866, for each participant  
*Youth Protection Guidelines*, No. 46-008, for each participant  
*Youth Protection—Exploring* videotape, AV-047

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### Time Needed

75 minutes

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### START OF SESSION

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### Welcome and Introductions

Introduce yourself and other trainers. Give each participant time to introduce him- or herself.

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### Reflection

*Divide the group into small groups of three to five.*

*Ask each participant to*

Tell your group one thing about being an Advisor you are looking forward to and one thing about being an Advisor that worries you.

*Allow them five to ten minutes. Then ask someone from each small group to summarize and report their discussion. Address their concerns during the training.*

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## **What Is the Mission of the BSA?**

*Ask them to turn to chapter 2 of the "Advisor" section of the Explorer Leader Handbook where the mission is in bold blue print. Ask someone to read it out loud.*

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### **Chart 1 The Mission of the BSA**

It is the mission of the Boy Scouts of America [and Exploring] to *serve others* by helping to *instill values* in young people and, in other ways, to *prepare them to make ethical decisions* during their lifetime in achieving their full potential. The values we strive to instill are based on those found in the Scout Oath and Law.

*Initiate five minutes of discussion by asking:*

What does it mean to "instill values" and to "prepare them to make ethical decisions"?

In your *Explorer Leader Handbook*, turn to the "Advisor" section. The first paragraph in the right-hand column of the introduction says that the purpose of Exploring is "to provide experiences to help young people . . . become responsible and caring adults." Exploring is designed to build character, promote citizenship, and develop personal and mental fitness. This basic training course will give you the building blocks you need to provide a program that fulfills the mission of Exploring.

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### **Why Do We Have Exploring?**

Exploring is a community program involving a unique relationship of caring and committed adults, youth, and community resources.

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### **What Is Exploring?**

Exploring is the young-adult program of the Boy Scouts of America for young men and women who are aged 14 (and have completed eighth grade) to 20. The program is developed by local community organizations, such as businesses, industries, professional organizations, churches, and civic groups, that match the interests of young adults with the program resources of the organization.

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**Chart 2**  
**The Chartered**  
**Organization**  
**Agreement**

Chartered organizations support posts in three major ways. They provide the following:

1. A program inventory of adults who are willing to provide program help with careers, hobbies, skills, facilities, and ideas
  2. Adult leaders who organize the program inventory and serve as Advisors to the post's elected youth leaders
  3. Meeting facilities
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**Explorer Post**

The Explorer post is a youth-led organization that recruits members, elects officers, and plans programs based on the organization's program inventory. Adult Advisors provide training and guidance for the post's elected officers.

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**BSA Local Council**

The BSA local council recruits a volunteer Exploring committee and assigns staff members to provide the following services for the chartered organization's post.

1. Leadership training for adult and elected officers
  2. Guidance on how to organize a post and keep the program going successfully
  3. Methods for recruiting Explorers, including an interest survey of local high school students
  4. Regular communication with each post to provide program support
  5. Use of council facilities such as camps and equipment
  6. Planning of councilwide activities that enrich the post's program
  7. Liability insurance coverage
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**Chart 3**  
**The Methods of**  
**Exploring**

*Ask the participants to turn to and review "Exploring Methods," page 2 of the Program Development Guide, No. 23-866.*

**1. Voluntary association between youth and adults**

Because Exploring is voluntary, youth are receptive to new ideas, experiences, and relationships. For the Explorer, these relationships provide care, a connection to new ways of thinking and acting, and a new identity as a responsible young adult.

## **2. Ethical decision making**

By asking young people to be responsible for themselves, for a program of activity and experiences, and for other people, Exploring provides numerous opportunities for decision making and ethical choices. With the influence of capable adults and structured activities, youth learn to make effective and ethical decisions.

## **3. Group activity**

Exploring activities are group experiences in which success or failure is dependent on the cooperation of all.

## **4. Recognition of achievement**

This adultlike recognition might come through formal awards, but it also is achieved through the acknowledgment by peers and adults of the young person's competence and ability.

## **5. Democratic process**

Explorer posts provide exposure to democratic ideals and skills that are needed throughout life.

## **6. Exploring—curiosity, exploration, and adventure**

New experiences provide opportunities for new skills and meaningful participation in action-oriented activities.

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### **Chart 4 The Six Experience Areas**

Sometimes it is difficult to plan a balanced program. The introduction to the "Youth" section of the Explorer Leader Handbook describes the six experience areas. These are used to help programs meet the needs of the whole person.



- Gaining insight and practical experience in careers
- Developing a better understanding of America's social, economic and governmental systems



- Instilling stable personal values firmly based on religious concepts
- Developing skill in dealing with all people and encouraging a sense of family and community responsibility



- Preparing to give leadership and fulfill our responsibility to American society and to the people of the world
- Opportunities to make decisions and set goals—for oneself and in partnership with others, thereby developing confidence and independence of judgment



- Developing a degree of self-reliance based on courage, initiative, and resourcefulness
- Understanding and appreciating the wise use of resources and the protection of our environment



- Encouraging the skill and desire to help others
- Gaining a respect for the basic rights of others



- Improving mental and emotional fitness
- Enhancing physical fitness and an appreciation for recreation

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### Responsibilities of an Advisor

*Ask the participants to turn to chapter 1 of the "Advisor" section of the Explorer Leader Handbook.*

*Read through the bulleted items under "Responsibilities of an Advisor."*



The specific responsibilities of an Advisor include

1. Fostering and developing an environment within your Explorer post that has a true sense of community and that encourages everyone's growth and responsibility to one another
2. Helping youth to lead, plan, make decisions, and carry out a program of activities over an extended period of time
3. Encouraging participation and support for your Explorer post from your chartered organization, associate Advisors, post committee, parents, and other adults in the surrounding community
4. Upholding the standards and policies of the chartered organization and the Boy Scouts of America
5. Providing the necessary framework for protecting the young people in your Explorer post from abuse
6. Ensuring that activities are conducted within safety guidelines and requirements
7. Cultivating within yourself and the youth in your post the capacity to enjoy life—to have fun and *explore* as you advise

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## Youth Protection

As an Explorer leader, you need to have basic knowledge about the potential for abuse of adolescents and the youth protection policies of the BSA that are designed to prevent abuse. Because of Exploring's coeducational membership, 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, especially emotional, physical, and sexual; therefore, Explorer leaders are obliged to be familiar with the youth protection emphasis of the BSA. This video will outline our policies.

*Show the videotape Youth Protection—Exploring, AV-047.*

*Refer the participants to the appendix of the "Advisor" section of the Explorer Leader Handbook for the youth protection guidelines. Remind them of the following items under "Creating External Barriers":*

- Two-deep leadership at all meetings and on all activities
- No one-on-one contact with Explorers
- Respect of privacy
- Separate accommodations

- Proper preparation for activities
- No secret organizations
- Appropriate attire
- No hazing
- Proper training, supervision, and monitoring of officers

*Plus our Youth Protection Guidelines, No. 44-509, and local council committee requirements.*

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**END OF SESSION**

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## SESSION TWO

### MOMENTS IN COMMON

#### Purpose

The purpose of this session is to learn about the characteristics of Explorer-age youth, and to learn what Advisors can do to encourage healthy development.

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#### Materials Needed

VCR with monitor  
Flip chart or blackboard  
Chart 5 (see Appendix; reproduce for handouts and/or make overheads)  
Overhead projector, if desired  
*Explorer Leader Handbook*, No. 34637, for each participant  
*Moments in Common* videotape, AV-03V005

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#### Time Needed

75 minutes

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#### START OF SESSION

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#### Activity One

**Ask:**

What is the purpose of Exploring?

**Write the answers on a flip chart.**

**Expect answers like**

- Career information
- Leadership skills
- Fun activities
- Community service
- Social experiences

Exploring is all those things and more, but the primary purpose is forming responsible and caring adults. (See the introduction to the "Advisor" section of the *Explorer Leader Handbook*.) The experiences and goals we described (written on the flip chart) help achieve that goal.

As Advisors, we can make a real difference in the lives of the young people in our posts if we are aware of the many developmental issues each Explorer is facing.

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## Activity Two

There are five important developmental issues that Explorers are facing.

*Write these on the flip chart or use the overheads.*

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### Chart 5 Adolescent Developmental Issues

#### 1. 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.

#### 2. Movement from dependence to interdependence

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

#### 3. Social relationships

Quality social interaction with others is as important for Explorers' health and well-being as it will be at any other time in their lives. The significance of their identity and experiences is in large part created by their social relationships.

#### 4. Physiological changes and sexual maturity

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

#### 5. Reevaluation of values

Explorer-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 to the search for opportunities for commitment to new values.

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## Activity Three

*Show Moments in Common (25 minutes). Hand out chart 5 and ask the group to note where in the video each of the five issues is demonstrated.*

*Ask (after the video is over):*

What were the key messages?

*Answers may include*

- The importance of caring adults in the lives of young people
- The complexity of the lives of young adults
- The importance of routine events
- Healthy development comes through ordinary experiences

*Ask (for each of the five issues discussed earlier):*

Where in the video did you see the five issues discussed earlier?

- Experimentation
  - Movement from dependence to interdependence
  - Social relationships
  - Physiological changes and sexual maturity
  - Reevaluation of values
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#### Activity Four

Based on our discussion of the five key issues and the messages of the video, what do Explorers need from us and from the Explorer program?

*Write the answers on a flip chart.*

*Answers should include:*

- Opportunities for participation and experimentation
- Freedom to make choices
- To learn to care about others
- Enjoyment of life
- New skills
- Opportunities for reflection
- Respect
- Acceptance
- Appropriate role models
- Problem-solving skills
- To be listened to

How does Exploring support the fulfillment of these needs?

*Write the answers on a flip chart.*

*Answers should include*

- Opportunities to try leadership roles, responsibilities, and career experiences
  - Cooperative relationships between adults and youth
  - Real and meaningful responsibilities
  - Fun and enjoyable experiences
  - New career and personal skills
  - An emphasis on caring about others
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## Activity Five

*Summary and conclusion.*

*Ask:*

What was the most important message of this session for you?

*Conclude with this quotation from the video:*

“We have seen how we, as teachers, neighbors, youth leaders, bosses, or Explorer Advisors, can recognize the moments we have in common with the young, and can be a negative or a positive influence. The moments will come; the choice of how to use them is up to us.”

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**END OF SESSION**

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## SESSION THREE

# ORGANIZATION AND LEADERSHIP OF THE POST

**Purpose** The purpose of this session is to provide participants with an orientation on how to organize an Explorer post.

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**Materials Needed** Flip chart or blackboard  
Typical post organization chart (chart 6) for each participant  
Program capability inventory form (chart 7) for each participant  
Program planning form (chart 8), one per group of four  
*Explorer Leader Handbook*, No. 34627, for each participant  
Exploring Literature and Resources, No. 23-200, for each post

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**Time Needed** 60 minutes

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### START OF SESSION

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**Introduction** The key to the success of an Explorer post is informed, enthusiastic leaders and an exciting program of interest. We're going to talk about the program and the organization of leadership for the next hour.

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**Special Interest** Every Explorer post has a special interest that is the focus of the program.

Before the post was started, the chartered organization, the Exploring service team, and possibly the adult leadership met to choose a special interest.

Some posts focus on careers, such as medicine, law, law enforcement, data processing, or the fire service. Others specialize in an avocation, such as outdoor adventure, sports, or a hobby. Some special interests can be both a career and an avocation. Aviation, auto mechanics, Sea Exploring, and emergency service are examples.

Some posts avoid a single specialty and give their members a wide choice of experiences. These posts follow a “specialty” of varied interests. There are three things to remember.

First, regardless of specialty, the focus of the program is on action and participation.

Engineering posts design things and analyze experiments; medical posts practice first aid or provide needed services; Sea Explorers go sailing; auto mechanics posts work on cars. Doing things is what makes a program exciting to Explorers.

Second, a balanced program using the six experience areas is our goal.

Third, all of the things we’re about to discuss are designed to implement the mission and values of Exploring discussed in the first session.

The Exploring Division has produced a training video called *The Post in Action* that shows how posts choose a special interest or activity and how they implement the mission of Exploring.

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**Chart 6**  
**Typical Post**  
**Organization Chart**

Locate the “Typical Post Organization Chart” in chapter 3 of the “Advisor” section of the *Explorer Leader Handbook*.

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**Adult Leaders**

When an organization organizes an Explorer post, its leadership agrees to recruit adult volunteer leaders. These consist of an Advisor, one or more associate Advisors, and a post committee of three or more members, one serving as the chair of the committee. These leaders must be adult men and women, 21 years of age or older, who will guide the post toward programs resulting in good character, citizenship, and fitness for Explorers.

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**The Post Committee**

The post committee recruits the Advisor and associate Advisors. The committee completes and maintains the program capability inventory, which we will talk about later. The committee obtains equipment, approves the post’s program and helps with fund-raising and financial management. The committee usually meets monthly. Chapter 1 of the “Youth Leader” section of the *Explorer Leader Handbook* has more information about the committee.

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## **The Consultant**

Consultants are used to provide technical expertise to the program activities being planned by the Explorer activity committees. They may be one-time-only participants and are often identified by the PCI. See chapter 1 of the “Youth Leader” section of the *Explorer Leader Handbook* for more information about the consultant.

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## **The Advisors**

The Advisors are the key to the success of the post. They must match the interest of Explorers with the program resources of the chartered organization. This is achieved by training the post’s elected officers to lead their post, and by planning a relevant program guided by the Advisor and post committee. Remember, the word *Advisor* was chosen carefully. The Advisor is a member of a team of adults that includes the associate Advisors and the post committee. Advisors work with Explorers to bring about a unique and interesting program. The post will be unsuccessful if the program becomes a one-person show.

The Advisor does not have to be an expert in the post specialty. However, he or she must be a good example for youth and must be able to train and coach the post’s elected officers. He or she must have the full support of the chartered organization. There must be one or more associate Advisors and an active committee. There is more information about the Advisor in chapter 1 of the “Youth Leader” section of the *Explorer Leader Handbook*.

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## **The Explorer**

An Explorer is a young man or woman who has completed the eighth grade and is at least 14 years of age but not yet 21. He or she pays an annual registration fee, subscribes to the Explorer Code, attends regular meetings, and is a registered member of a chartered Explorer post or ship.

Young adults are invited to join Explorer posts by a variety of methods. Most councils conduct a career interest survey of high school students and provide the names to Explorer post leaders, who issue a written invitation followed by a telephone call. Other methods include securing prospective names from school or church leaders, school announcements, posters, and other typical means of publicity.

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## **Officers**

The officers in a post are those Explorers holding elected positions such as those listed in chapter 3 of the “Advisor” section of the *Explorer Leader Handbook*. These Explorers are responsible for coordinating the process of planning and implementing the program. There are more complete job descriptions in chapter 1 of the “Youth Leader” section of the *Explorer Leader Handbook*.

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**Activity Chairs** Within the membership of the post, activity chairs and committees are appointed to carry out specific program activities. This ensures that all post members are involved in bringing about the post program.

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**The Adult and Explorer Team** Notice that across the organizational chart, there are equivalent Explorer and adult positions: The president works closely with the Advisor, the vice presidents work closely with the associate Advisors, the Explorer treasurer works closely with the post committee treasurer, and the activity chair works closely with the consultants. No position is completely independent. Cooperation and teamwork between adults and youth is essential.

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**Chartering** Each year your post is asked to recharter. This is a registration process in which a fee is charged for each Explorer and for each post. The chartering process needs to be completed as soon as possible after the firstnighter to get the subscriptions to *Exploring* magazine started, to receive official information from the BSA local council, and to obtain liability insurance coverage. Registration with the Boy Scouts of America provides the services and support mentioned in session one.

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**The Program Capability Inventory** Each Explorer post uses resources from its chartered organization and the various adults associated with the post, as well as the surrounding community. The program capability inventory, or PCI, is a list of information about people that might be helpful in bringing about your program. There is a sample in the Appendix of this manual.

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**Chart 7  
Program  
Capability  
Inventory** Please note that this is only a sample; you should adapt it to your particular needs. Note also that some posts find it helpful to obtain this information through a personal conversation rather than allowing people to complete it themselves. The sample includes occupation, hobbies, skills, and contacts. When the post is started, the PCI information is gathered from the Advisors and other adults associated with the chartered organization. The Explorer's parents, people in the community, and even the Explorers themselves can be added later. A member of the post committee (usually the associate Advisor of program) should be assigned to keeping the PCI up-to-date.

*Hand out copies of the PCI from the Appendix of this manual.*

*Have the participants fill out the PCI and then tally the responses using the program planning form, also found in the Appendix of this manual.*

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## **Planning the First Three Months' Program**

### **Chart 8 Program Planning Form**

*Divide the participants into small groups of three or four.*

*Ask them to plan the first three months' program based on the PCI and the program planning form, and to include activities, all equipment, and transportation.*

*Just as the post would, participants should brainstorm, using the ideas on the PCI as starting points. If you like, use the brainstorming work sheet in the appendix to the "Advisor" section of the Explorer Leader Handbook. Each group will choose what interest area the post will have, based on the PCI.*

*Assume that there will be two post meetings and a weekend activity each month.*

*You can walk around and give suggestions.*

*After 20 minutes, have each group report on their next three months' program.*

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## **Conclusion: Program Planning Process**

The Exploring Division has developed several program helps and guides that are available from your BSA local council service center. These books are designed as catalysts to your thought process as you consider what the youth in your post might be interested in doing. Remember, program helps are not the program itself. They are only thought-provoking ideas and activities.

*Review current Exploring program helps and guides on display, or hand out the Exploring Literature and Resources folder, No. 23-200, and National Awards, Activities, and Scholarships, No. 23-220.*

*Review the post's program planning process.*

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**END OF SESSION**

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## SESSION FOUR

# PROGRAM PLANNING AND OFFICER TRAINING

**Purpose** The purpose of this session is to learn how to train officers, plan a year's program, and set up procedures for carrying out the program.

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**Materials Needed** Flip chart or blackboard  
Charts 9–10 (see Appendix; reproduce for handouts and/or make overheads)  
Ethical Controversies, No. 23-823  
Take Adventure to the Limit, No. 83-150  
Sample copies of *Scouting* and *Exploring* magazines  
*Explorer Leader Handbook*, No. 34637, for each participant

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**Time Needed** 90 minutes

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### START OF SESSION

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**Introduction** In the last session, we learned about the post organization and initial planning steps. In this session, we will learn how the post organization is used to establish a post and create a program of activities. Remember that we have established a post committee and selected Advisors, selected the main activities of the post, completed the PCI, and planned the first three months of program. We have also collected a list of possible Explorers.

In order to organize a new post or continue the operation of an existing post, several activities must be accomplished each year:

- The firstnighter—introduction of new members to the post
- Election and training of new officers

- Adjustment and planning of post program
  - Implementation of post program
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## The Firstnighter

Each year, to recruit Explorers, you will want to run an open-house event called a *firstnighter*. This meeting is devoted to showing your post to prospective members and encouraging them to join. Explorers are invited to the firstnighter by letter (there is a sample in chapter 3 of the “Advisor” section of the *Explorer Leader Handbook*), by phone call, or by personal invitation from friends. Remember that the council often does career interest surveys of the high schools in your area.

*Refer the participants to the “Firstnighter Agenda” in chapter 3 of the “Advisor” section of the Explorer Leader Handbook. Go over the agenda with them.*

The firstnighter should tell the prospective members what the Explorer post is all about, what prospective members can do in your post, how it runs, and how they join. Remember that hands-on activities are better than lectures.

Prospective Explorers should leave the firstnighter meeting with an idea of upcoming events, post meetings, times, and locations.

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## Election of Officers

When you are establishing a post, you should select temporary officers at the firstnighter. These officers can run the post until they can plan and run an election for permanent officers.

Some posts elect permanent officers each fall while others hold elections in January. The process starts with the announcement of the election, its procedures, and the appointment of three or four post members as a nominating committee. Their job is to interview prospects and prepare a slate of officers for nomination. This ensures that nominees are able and willing to serve.

The Advisor reviews with the post the job of each officer, stressing the need for commitment and attendance at all meetings. Post members interested in running for office are encouraged to contact the nominating committee.

Usually, the nominating committee nominates one person for each office. Additional nominations may be made from the floor. If these nominations are seconded and the nominees agree to serve, their names are placed on the ballot.

Each nominee may give a short talk on his or her qualifications and desire to serve. The president requests a motion to approve the report of the nominating committee, thus electing those nominated to office. If there are two or more nominees to office, voting is done by secret ballot.

Those elected take office at the first post meeting, held the next month. The Advisor conducts a simple installation ceremony, gives the officer an *Explorer Leader Handbook*, and sets up a time to do a post officers' briefing.

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### **The Post Officers' Briefing**

As soon as possible after the election the post officers' briefing is conducted. This briefing is the first step toward a trained, competent group of officers, and is a quick immersion into some of the responsibilities of being an officer. A sample agenda is in chapter 3 of the "Advisor" section of the *Explorer Leader Handbook*.

*Go over the agenda items individually.*

The records held by previous officers may be passed on to the new officers at this time.

The officers' briefing is the time to establish the climate and values that you think are important, such as the emphasis on being in partnership with the officers, enthusiasm and fun, and trust and responsibility. It is also the time to get officers involved in implementing the three-month program.

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### **Post Officers' Meetings**

Conducted by the president, the officers' meetings usually are held once a month. The following is a sample agenda:

1. Review of plans for next month
2. Any business items related to membership, finance, or post operation
3. Activity chair reports
4. Minutes of the last meeting
5. Financial report
6. Review of membership (contact no-shows and those who are not recruiting new members)
7. Review of the calendar for the next three months
8. Advisor's comments

Remember that you are an Advisor, not the director. Your job is to coach the officers through these experiences. Try to think about what is going through their minds—they may be nervous, scared, or just unsure of what to do. Help prepare them ahead of time so they are confident.

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## **Determining the Activity Interests of Post Members**

The major assignment of the vice president of program, with the help of an associate Advisor, is to determine the interests of post members. This can be done in a small post by simply asking them. In other posts, members are surveyed using a questionnaire written by the officers. There is a sample Explorer activity interest survey in chapter 2 of the “Youth Leader” section of the *Explorer Leader Handbook*. It is important to adapt this to your post.

The vice president of program builds an activity file that includes activity ideas from past programs, ideas from post members, and suggestions from council conferences, Exploring literature, and other sources. Along with the PCI, these are used at the officers’ seminar.

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## **Post Officers’ Seminar**

Shortly after the officers’ briefing, the Advisors meet with the new officers for an officers’ seminar.

The seminar is usually held on a Saturday, although some posts will take a whole weekend. The purpose is to train the post officers in their responsibilities, get them working as a leadership team, and plan the post program for the coming year.

The agenda is found in chapter 3 of the “Advisor” section of the *Explorer Leader Handbook*.

*Ask Advisors to turn to this section. Walk them through the agenda, beginning with the objectives.*

Once the schedule is in draft form, it should be reviewed with the Explorer post members and the post committee for approval. Copies can then be printed for all post members.

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## **Now What? Do It!**

Now your post has members, officers, a committee, and a program. What you need is a way to get from having a program to actually doing the activities. Remember the organizational chart discussed in the last section (the one outlined in chapter 3 of the “Advisor” section of the *Explorer Leader Handbook*)?

For each activity, the officers and Advisors should select an activity chair as well as a consultant who will assist the activity chair in bringing about the event. Then, individuals can be selected from within the post to help the activity chair. It is the responsibility of the officers to train the activity chair and his or her assistants and to monitor the progress of each activity. Activity chairs will often be invited to officer meetings to report on their progress.

Chapter 4 of the “Youth Leader” section of the *Explorer Leader Handbook* discusses an activity planning process that activity chairs can use as a guide. Remember that the vice president of program and the consultant should work closely with activity chairs to make sure they understand everything that needs to be done and to make it possible for them to be successful.

*Walk participants quickly through the role of the activity chair, chapter 4 of the “Youth Leader” section of the Explorer Leader Handbook.*

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## **Chart 9 Post's Program Planning Process**

*Review the steps involved in planning a post's program.*

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### **Post Meetings**

The most common number of post meetings is two per month, although some posts meet every week. Regular post meetings consist of two parts: an activity, and whatever business is necessary. Posts often put all business into one meeting a month, leaving the other meeting completely free for program.

Usually, post activities and meetings are opened and led by the post president and then turned over to the activity chair. Posts find it helpful to have an opening and a closing, perhaps using the Pledge of Allegiance, the Explorer Code, or a prayer. Guests should be introduced and made to feel welcome. Activity chairs for coming events should be given a minute to explain and promote their activity. Post officers should keep the post informed about decisions and planning.

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### **Superactivity**

The highlight of your post's program year will be a superactivity, a major project or trip requiring extensive planning and preparation. The superactivity serves as a long-range goal to retain members' interest and will generate publicity and interest in your post.

A superactivity might be a ski trip to Colorado, a canoe expedition in Maine, scuba diving in Florida, sailing in Bermuda, or a visit to a foreign country.

Using the same process that led to a post program, select a superactivity that all post members want to do, and make a commitment to doing it. The money, equipment, leadership, and transportation seem less challenging once the commitment is made.

There are how-to guides for planning a superactivity in chapter 4 of the “Youth Leader” section of the *Explorer Leader Handbook* and *Tours and Expeditions*, No. 33735.



*Briefly discuss each of the items. Make sure to mention the tour permits, parental permissions, and health and medical record forms. Samples of all of these are in the appendix to the "Advisor" section of the Explorer Leader Handbook.*

The superactivity is planned using the same process that works for everything else: A planning committee of officers, Advisors, and post members will have to work together to make it happen.

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## SUPPLEMENTAL ACTIVITIES AND HELPS

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### **Ethics Forums and Controversies**

Another available activity is Ethical Controversy, in which Explorers debate ethical issues from their interest area or personal lives. Sample ethical issues and instructions are included in Ethical Controversies, No. 23-823. This activity can be a full post meeting, or an ongoing experience. Also described in this folder is the Ethics Forum, in which an expert in your post's interest area talks to the group about the ethical obligations and conflicts of that particular profession. Instructions are found in the appendix to the "Advisor" section of the *Explorer Leader Handbook*.

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### **BSA Local Council**

Your local council is here to serve you. Their address is as follows:

*(Give council name, address, city, state, zip, and phone.)*

---

### **Volunteer and Professional Staff**

The name of your professional Exploring district executive is *(give name)*. Your post also has a volunteer service team member, *(give name)*, assigned to you. That person should contact you. Call your Exploring district executive at the BSA local council service center if you have any questions.

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### **BSA Magazines**

You will receive two magazines: *Scouting* magazine, which goes to all registered adult leaders and has stories on Scouting and updates for all the BSA programs; and *Exploring* magazine, which is mailed four times a year to all registered Explorers. *Exploring* is also inserted into the issue of *Scouting* that goes to adult Explorer leaders.

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## **Exploring Literature**

There are twenty Explorer post program guides and specialty interest post program helps available from your BSA local council service center. A list of Exploring Division publications is in the appendix to the "Advisor" section of the *Explorer Leader Handbook*. Other items include Exploring insignia, informative literature, program jewelry, and post member materials.

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## **BSA High-Adventure Bases**

Outdoor programming resources are available from either the council or the national office. "Take Adventure to the Limit," No. 83-150, describes the national high-adventure bases: Philmont, a trekking base in New Mexico; Northern Tier, a canoeing and winter camping base in northern Minnesota; and the Florida Sea Base, a sailing, scuba, snorkeling, and fishing base.

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## **Council Activities Awards and Scholarships**

A variety of awards and scholarships is available to recognize Explorer achievements. The Explorer Achievement Award is available to all Explorer Members; the Explorer Leadership Award is a council recognition for outstanding leadership and service to Exploring.

*Review the Guide to National Awards, Activities, and Scholarships, No. 23-220.*

The council also offers:

*(Describe your council's Exploring activities and its outdoor properties and facilities for Explorer post use.)*

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## **Explorer Officers' Association**

Each council should have an Explorer presidents' association or Explorer officers' association made up of the presidents or officers of all the posts and ships in the council. This group provides communications, service, training, and program support for the Exploring units in the council.

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**Advanced Leadership  
Training and  
Recognition Awards**

The next step in training after this basic course is the Advanced Leadership Development Workshop. This experiential workshop for Advisors and officers helps adults and youth think about their working relationship with one another and what they can do to make it successful. It also gives experience in *reflection*, a process that can encourage responsibility, thoughtfulness, interpersonal understanding, and commitment in your post. Finally, the workshop discusses the basics of some leadership skills that make Exploring successful.

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**Chart 10  
Explorer Leader  
Progress Record**

The Exploring Training Award can be earned by all adults registered in Exploring except the Advisor and service team. The Explorer Advisor's Key can be earned by post Advisors; the Exploring Service Team Key can be earned by the service team. The requirements for any of these three Exploring awards are found on the Explorer Leader Progress Record, No. 23-856, for that award.

A new training video, *The Post in Action*, AV-03V007, shows how several posts implement the mission of Exploring.

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**Exploring  
Reference Guide**

The Explorer Reference Guide, located in the appendix to the "Advisor" section of the *Explorer Leader Handbook*, is an A-to-Z listing of BSA rules and information that apply to Exploring. You should review the guide so that you will understand which activities are and are not permitted in Exploring.

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**Guide to  
Safe Scouting**

*Guide to Safe Scouting*, No. 34410, available from your BSA local council, is a unit leader's guide to current policies and procedures for safe activities. The purpose of this pamphlet is to prepare adult leaders to conduct Scouting activities in a safe and prudent manner.

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**END OF SESSION**

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# ADULT EXPLORER LEADER BASIC TRAINING—APPENDIX

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## **BSA MISSION STATEMENT**

It is the mission of the Boy Scouts of America to serve others by helping to instill values in young people and, in other ways, to prepare them to make ethical decisions during their lifetime in achieving their full potential. The values we strive to instill are based on those found in the Scout Oath and Law.



# CHARTER AGREEMENT TO ORGANIZE AN EXPLORER POST

## **Chartered Organization**

Chartered organizations support their posts in three major ways, by providing

1. A program inventory of adults who are willing to provide program help with careers, hobbies, skills, facilities, and ideas
2. Adult leaders who organize the program inventory and serve as Advisors to the post's elected youth leaders
3. Meeting facilities

## **Explorer Post**

The Explorer post is a youth-led organization that recruits members, elects officers, and plans programs based on the organization's program inventory. Adult Advisors provide training and guidance for the post's elected officers.

## **BSA Local Council**

The BSA local council recruits a volunteer Exploring committee and assigns staff members to provide the following services for the chartered organization's post.

1. Leadership training for adult and elected officers
2. Guidance on how to organize a post and keep the program going successfully
3. Methods for recruiting Explorers, including an interest survey of local high school students
4. Regular communication with each post to provide program support
5. Use of council facilities such as camps and equipment
6. Planning of councilwide activities that enrich the post's program
7. Liability insurance coverage



# THE METHODS OF EXPLORING

## **1. Voluntary association between youth and adults**

Because Exploring is voluntary, youth are receptive to new ideas, experiences, and relationships. For the Explorer, these relationships provide care, a connection to new ways of thinking and acting, and a new identity as a responsible young adult.

## **2. Ethical decision making**

By asking young people to be responsible for themselves, for a program of activity and experiences, and for other people, Exploring provides numerous opportunities for decision making and ethical choices. With the influence of capable adults and structured activities, youth learn to make effective and ethical decisions.

## **3. Group activity**

Exploring activities are group experiences in which success or failure is dependent on the cooperation of all.

## **4. Recognition of achievement**

This adultlike recognition might come through formal awards, but it also is achieved through the acknowledgment by peers and adults of the young person's competence and ability.

## **5. Democratic process**

Explorer posts provide exposure to democratic ideals and skills that are needed throughout life.

## **6. Exploring is about curiosity, exploration, and adventure**

New experiences provide opportunities for new skills and meaningful participation in action-oriented activities.



## SIX EXPERIENCE AREAS



- Gaining insight and practical experience in careers
- Developing a better understanding of America's social, economic, and governmental systems



- Instilling stable personal values firmly based on religious concepts
- Developing skill in dealing with all people and encouraging a sense of family and community responsibility



- Preparing to give leadership and fulfill our responsibility to American society and to the people of the world
- Opportunities to make decisions and set goals—for oneself and in partnership with others, thereby developing confidence and independence of judgment



- Developing a degree of self-reliance based on courage, initiative, and resourcefulness
- Understanding and appreciating the wise use of resources and the protection of our environment



- Encouraging the skill and desire to help others
- Gaining a respect for the basic rights of others



- Improving mental and emotional fitness
- Enhancing physical fitness and an appreciation for recreation



Chart 4



## ADOLESCENT DEVELOPMENTAL ISSUES

### **1. 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.

### **2. Movement from dependence to interdependence**

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

### **3. Social relationships**

Quality social interaction with others is as important for Explorers' health and well-being as it will be at any other time in their lives. The significance of their identity and experiences is in large part created by their social relationships.

### **4. Physiological changes and sexual maturity**

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

### **5. Reevaluation of values**

Explorer-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 to the search for opportunities for commitment to new values.



# TYPICAL POST ORGANIZATION CHART

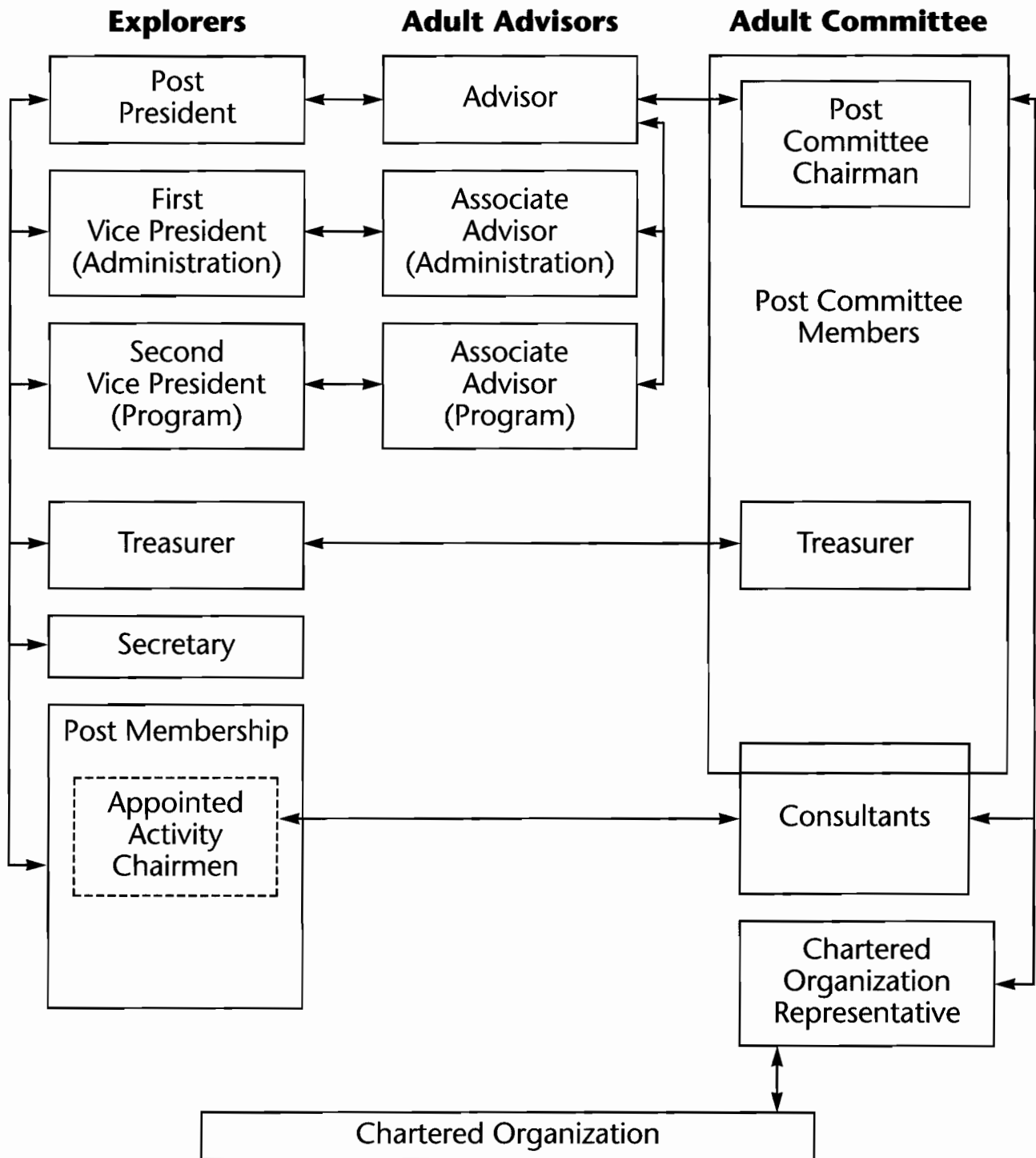


Chart 6

## 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 that 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

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### EQUIPMENT AND FACILITIES

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### CHARTERED ORGANIZATION SUGGESTIONS

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### CONSULTANTS

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# POST'S PROGRAM PLANNING PROCESS

## **Program capability inventory**

This inventory should be conducted by the post committee and adult Advisors. (See the sample PCI, appendix 7.) List as many people as possible who are associated with the post. Find out their vocations, hobbies, skills, interests, and contacts.

## **Explorer activity interest survey**

The PCI shows what a post can do. Now, find out what the youth members want to do. Survey the youth members at a post meeting and tally the results. The post officers should design this survey. (See the Explorer activity interest survey in chapter 2 of the "Youth Leader" section of the *Explorer Leader Handbook*.)

## **Brainstorm**

Brainstorm to bring out ideas that might not be on the survey. (See "How to Brainstorm" in chapter 4 of the "Youth Leader" section of the *Explorer Leader Handbook*.) Sometimes the most creative activities are suggested this way. The brainstorming should involve the total post membership.

## **Match Explorer activity interests with resources**

Match the Explorer activity interests survey results with the program capability inventory. (See the program planning form, appendix 8.) Where a suggested Explorer activity matches a resource from the PCI, you have a possible program. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

## **Fill in the gaps**

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

## **Schedule the activities**

List each activity on the post's calendar. Watch out for possible conflicts with other dates.

## **Select Explorer chairpersons and adult consultants**

An interested and capable Explorer is appointed to serve as chairperson for each activity and is assisted by an adult consultant from the PCI. (See "Role of the Activity Chairman" in chapter 4 of the "Youth Leader" section of the *Explorer Leader Handbook*.)

## **Follow-up is vital! Assume nothing!**





# EXPLORER LEADER PROGRESS RECORD CARD

Cut along solid lines, fold along dotted lines.

EXPLORER LEADER PROGRESS RECORD		EXPLORER ADVISOR'S KEY		EXPLORING SERVICE TEAM KEY	
<p><b>EXPLORER LEADER PROGRESS RECORD</b></p> <p>Complete the sessions outlined in <i>Explorer Leader Basic Training</i>.</p> <p><b>Training</b></p> <p>Complete the sessions outlined in <i>Explorer Leader Basic Training</i>.</p> <p><b>Tenure</b></p> <p>Complete 3 years' tenure registered in any adult capacity in Exploring.</p> <p><b>Performance</b></p> <p>Do any seven of the following:</p> <ul style="list-style-type: none"> <li>Attend a minimum of two Advisors' meetings (or council equivalent) during the 3 years.</li> <li>Attend the council Exploring service team conference.</li> </ul>		<p><b>EXPLORER ADVISOR'S KEY</b></p> <p>At least twice during the 3-year period serve as the Advisor of a post earning the National Quality Unit Award or its equivalent.</p> <p><b>Performance</b></p> <p>Complete the sessions outlined in <i>Explorer Leader Basic Training</i>.</p> <p><b>Training</b></p> <p>Complete the sessions outlined in <i>Explorer Leader Basic Training</i>.</p> <p><b>Tenure</b></p> <p>Complete 3 years of registered tenure as an Exploring service team member within a 5-year period.</p>		<p><b>EXPLORING SERVICE TEAM KEY</b></p> <p>Each assigned unit must earn the National Quality Unit Award or its equivalent at least once during the 3-year period. (If assigned more than four units, then at least half must earn the award.)</p> <p><b>Performance</b></p> <p>Complete the sessions outlined in <i>Explorer Leader Basic Training</i>.</p> <p><b>Training</b></p> <p>Complete the sessions outlined in <i>Explorer Leader Basic Training</i>.</p> <p><b>Tenure</b></p> <p>Complete 3 years of registered tenure as an Exploring service team member within a 5-year period.</p>	
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