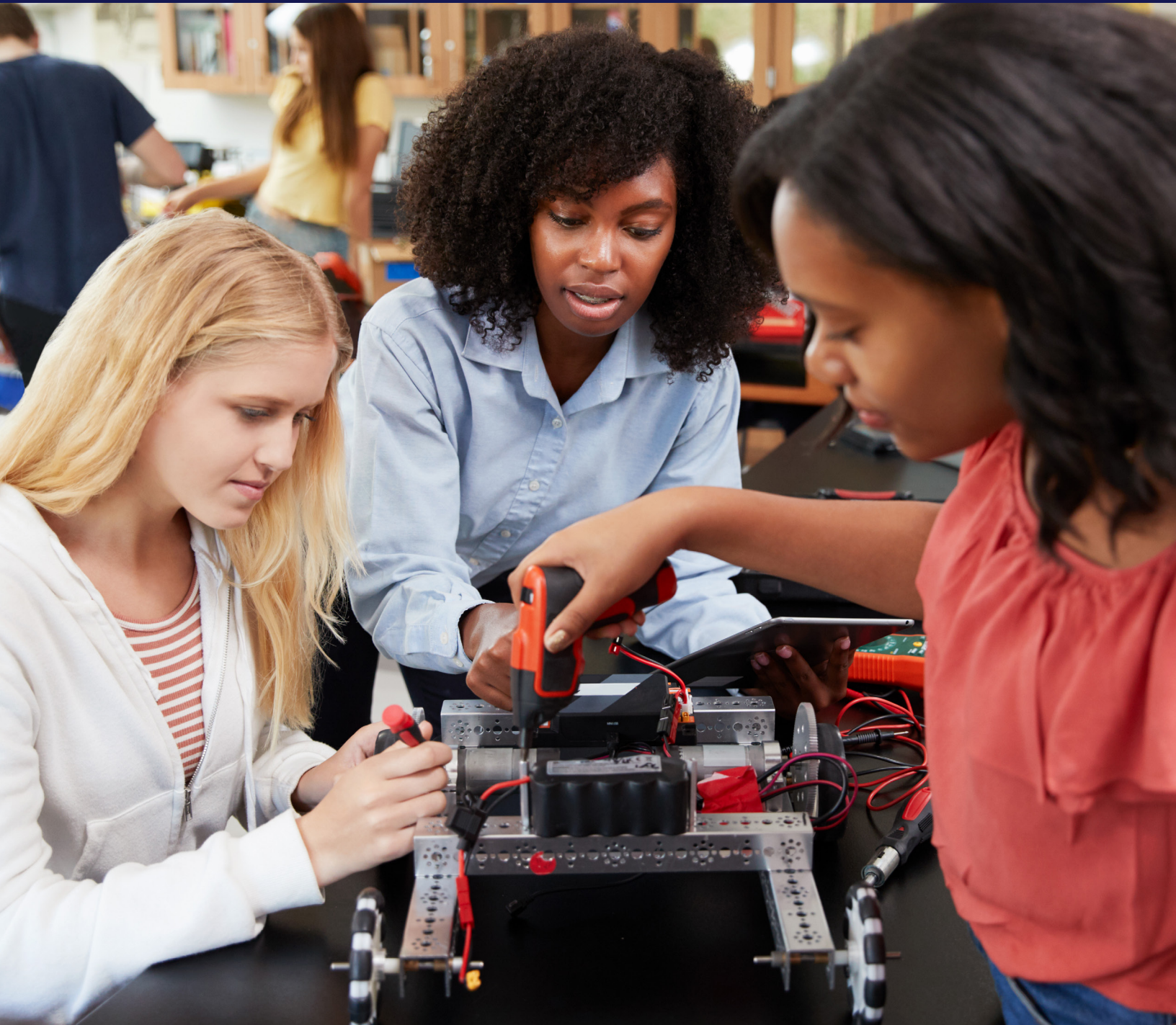


EXPLORING[™]
DISCOVER YOUR FUTURE



CHARACTER TO CAREERS
HIGH SCHOOL CURRICULUM

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Introduction

Purpose

Exploring's mission is to deliver character-building experiences and mentorship that allow youth to achieve their full potential in both life and work. With this principle in mind, the high school career education curriculum offers students an in-depth opportunity to discover more about themselves and the world in which they live. Exploring guarantees their knowledge base is enriched in such a way as to prepare mind, body, and spirit to actively participate in and provide leadership to an ever-increasing global society.

In order to achieve each student's full potential, this curriculum delves into areas of personal accountability, leadership, decision-making, and career development. The Exploring program aims to have students recognize the importance of community service as they develop into productive members of society. Being able to take academic information and connect it to real-life situations, both current and future, allows this curriculum to be relevant and authentic. Combining these lessons with a post's career experience activities will provide a complete opportunity for young men and women to realize their full potential.

Program Methods

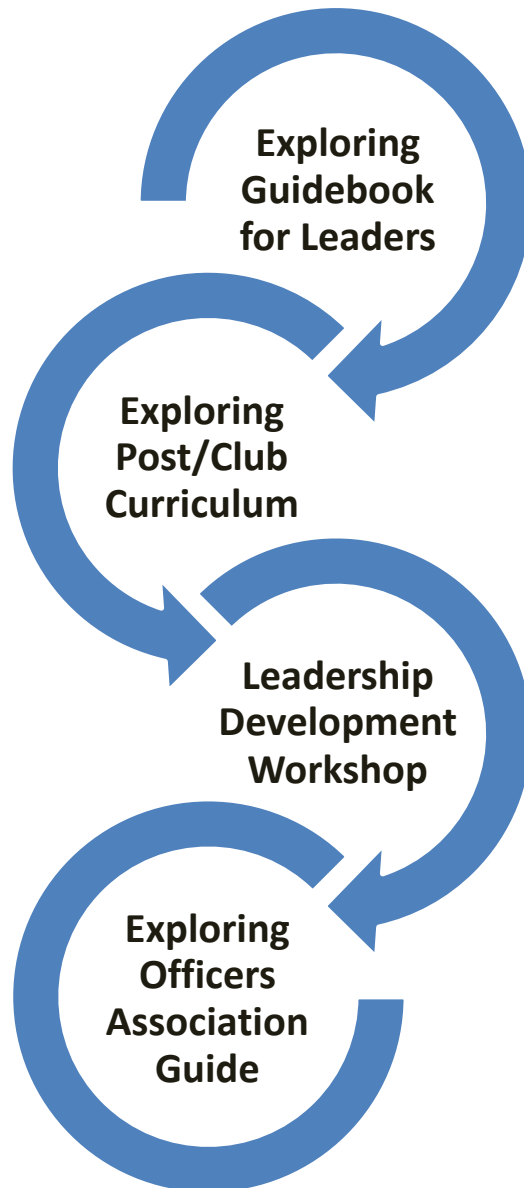
The character and life skills lessons in this guide can be implemented by an Exploring post as much or as little as they are needed to enhance the Exploring program. The lessons are organized in levels based on the complexity and appropriateness of the content. The levels can be done as the Explorers progress through high school (Level 1 = 9th grade) or the adult advisors and post officers can decide to use the lessons in a different order depending on the maturity of the youth. For example, "Being a Team Leader" is suggest as a Level 4/12th grade lesson but if there are younger Explorers who would benefit from that lesson, the post can implement it where needed.

It is recommended that at least one lesson is used each month. Some example calendars are provided on page 3 of this guide. There are 55 lessons included in this guide which allow a lot of opportunity for a post to enhance its program for multiple years. The lessons are designed to be led by advisors/associate advisors or teachers but if there is an older Explorer who has demonstrated appropriate maturity and leadership, the post could allow that Explorer to assist with the instruction.

Instructional techniques throughout the lessons are varied and promote active learning from each student, as diverse learning styles are accommodated, and each person is encouraged to discover the most appropriate style for individual success. A reflective piece is found in each lesson, allowing for time to process learning and integrate with real-life experiences. Throughout the lessons, critical and creative thinking skills are encouraged, as well as decision-making, interpersonal and intrapersonal skills, self-esteem, character development, and preparation for the future. The use of technology and various applications are also incorporated.

Resources to Build the Best Exploring Program

This guide is one of a series of guides developed to aid Exploring post and club volunteers in the development of their Exploring program. These guides, along with the Annual All in One Program Planning Meeting, will help both youth and adult Exploring leaders to develop experiences of the highest quality. These resources are available at no cost to volunteers and are located at www.exploring.org. Check the resource section at the end of this guide for more details.



Building the Post Calendar

Overview

The following calendars are suggestions to use while planning the post’s annual program. Each month includes both lessons/activities specific to the post’s career field in the blue boxes and lessons from this guide in the green boxes, as well as a monthly fun activity in the yellow boxes. These examples demonstrate what a Healthcare Exploring post might look like but the format works for any career field in the Exploring program.

Three calendar formats are provided in the following sections. The Exploring program is the most flexible program in the Boy Scouts of America because every post decides how often it meets, how often it has special activities, and the length of the program during the year. As long as the program is fulfilling the mission of the Exploring program and using the five areas of emphasis, build your calendar based on the resources and availability of the advisors/associate advisors and the participating organization.

Calendar Format

Using the following template makes building your calendar as simple as choosing which character lessons you want to use and plugging them into your monthly plans as shown below.

Week 1	Character Lesson
Week 2	Career Lesson
Week 3	Career Lesson
Week 4	Fun Activity

The order and frequency of these lessons is up to the post youth and adult officers, but this provides a template to start the process. Blank calendar templates can be found starting on page 192 of this guide.

Full Year Calendar

	September	October	November	December	January	February
Week 1	Open House	Character and Habits	Learning Styles Parts 1 and 2	Self-Awareness	Self-Discipline	Managing Your Online Presence
Week 2	Icebreaker Activity	Clinical Lab Services	Emergency Medicine	Volunteer at a shelter for the homeless and/or deliver meals	Neurology and Psychiatry	Technical Instrumentation
Week 3	Elect Officers	Dentistry	Conduct an admit-a-patient project in cooperation with hospital admitting and the ER	Holiday Break	Mental, Physical, and Social Specialties	Surgical Medicine
Week 4	Host Explorer Family Picnic	Assist a blood-typing clinic in cooperation with a blood bank	Holiday Break	Holiday Break	Assist special needs students	Assist a public relations department with a community health campaign

	March	April	May	June	July	August
Week 1	Self-Control	Respect	20 Questions	Courage Parts 1 and 2	Careers and Character	Personal Strengths
Week 2	Pharmacy	Health Services Administration	Veterinary Medicine	Internal Medicine	Pediatric Medicine	Vision Care
Week 3	Spring Break	Medical Coding	Veterinary Medicine	Nursing	Anesthesiology	Geriatric Medicine
Week 4	Set up a healthcare booth at the community fair	Recognize hospital volunteers with an appreciation picnic	Assist the local animal shelter with a vaccination clinic	CPR/1st Aid Course	Observe the skills portion of a lifeguarding course	Assist with vision testing at a long-term care facility for the elderly

School Year Calendar

	September	October	November	December	January	February	March	April	May
Week 1	Open House	Character and Habits	Learning Styles Parts 1 and 2	Self-Awareness	Self-Discipline	Managing Your Online Presence	Self-Control	Respect	20 Questions
Week 2	Icebreaker Activity	Clinical Lab Services	Emergency Medicine	Volunteer at a shelter for the homeless and/or deliver meals	Neurology and Psychiatry	Technical Instrumentation	Pharmacy	Health Services Administration	Veterinary Medicine
Week 3	Elect Officers	Dentistry	Conduct an admit-a-patient project in cooperation with hospital admitting and the ER	Holiday Break	Mental, Physical, and Social Specialties	Surgical Medicine	Spring Break	Medical Coding	Veterinary Medicine
Week 4	Host Explorer Family Picnic	Assist a blood-typing clinic in cooperation with a blood bank	Holiday Break	Holiday Break	Assist special needs students	Assist a public relations department with a community health campaign	Set up a healthcare booth at the community fair	Recognize hospital volunteers with an appreciation picnic	Assist the local animal shelter with a vaccination clinic

One Semester Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Icebreaker Activity	Emergency Medicine	CPR/1st Aid Course	Nursing	Character and Habits	Clinical Lab Services	Assist a blood-typing clinic in cooperation with a blood bank	Courage Parts 1 and 2
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
Veterinary Medicine	Assist the local animal shelter with a vaccination clinic	Self-Awareness	Technical Instrumentation	CPR/1st Aid Course	Tomorrow's Jobs	Pediatric Medicine	Observe the skills portion of a lifeguarding course

Character and Life Skills – Level 1

This level is meant for younger (or newer) Explorers who are discovering their own interests, capabilities, personality, and potential. The focus is primarily on looking inward to grow skills in self-awareness, self-discipline, and how they and others around them learn in unique ways.

BODY LANGUAGE

DESCRIPTION

Body language adds another layer of communication to the messages people send. Being aware of what your body communicates can be as important as choosing the right words.

CATEGORY

- Life Skills
- Body Language
- Nonverbal Communication

OBJECTIVES

By the end of this session, participants will be able to:

- Describe the effects of body language and how it influences communication.
- Describe appropriate behavior in the workplace.

SUPPLIES

For each of the three activities below, write or copy the activity and cut a separate paper strip for each item. Place the individual strips into a box or bag.

- Introduction Poses
- **Guess My Emotion** activity sheet (one per group of four or five Explorers)
- **Find My Group** activity sheet (several copies, see activity description)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

As the Advisor, you may choose to perform the poses below or have volunteers assist. If volunteers will assist, have each volunteer draw a paper strip naming a pose. Then, one at a time, have them come to the front or stand up in place and perform the poses.

After each pose, ask participants:

- *What message did the pose communicate?*
- *Did everyone interpret it the same way?*

Continue to rotate volunteers and get feedback on the messages they are sending until you have completed the list.

Pose	Possible Interpretations
Standing with your hands on your hips	Aggressive, disgusted
Standing upright	Confidence
Arms crossed on your chest	Defensive
Resting your hand on your cheek	Thinking
Touching or rubbing your nose	Doubt, lying
Resting your head in your hands	Boredom, tired
Tapping your fingers	Impatience
Biting your nails	Nervous, insecure
Playing with your hair	Insecure

Ask the participants:

- *Can you think of any more poses and the messages they send?*
- *How might our body language support—or contradict—the message we intend to communicate?*

Activity 1

Guess My Emotion

Before the session begins, make copies of the **Guess My Emotion** activity sheet (see resources). Divide Explorers into small groups of approximately four or five participants and provide each group with a list of emotions cut into strips. Each Explorer will take two strips. Instruct the Explorers not to show anyone else in their group which strips they have. Explorers will take turns acting out the emotions they were given to their group. The rest of the group will try to guess which emotions the Explorer is attempting to convey. The Advisor should monitor each group to make sure all Explorers have an opportunity to act out their selected emotions before time is up. After the groups have finished, conduct a discussion about what participants learned during the activity.

Activity 2

Find My Group

Before the activity begins, make several copies of the **Find My Group** activity sheet listing 10 emotions. The number of copies needed will depend on the number of participants, and you will need to have enough copies for each Explorer to receive one strip of paper with an emotion. (For example, if there are 35 Explorers, make four copies of the sheet to create 40 strips of paper.) Cut the list of emotions into strips and put the strips in a box or bag. Then have each participant draw out one. Tell participants that their goal is to find everyone else who drew the same emotion—but they must do it without talking. They must use nonverbal communication to find their group. After Explorers have had enough time to complete the activity, conduct a discussion about what they have learned.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *Which emotions were the easiest for you to communicate through body language? Why?*
- *Which emotions were the hardest for you to communicate through body language? Why?*
- *During the group activities, which types of body language were the easiest for you to understand? Why?*
- *During the group activities, which types of body language were the hardest for you to understand? Why?*

Analysis Questions

- *In the first activity, poses were modeled for you. What made it hard to understand the message?*
- *How might body language make a spoken message easier to understand?*
- *How might body language make a spoken message harder to understand?*

Generalization Questions

- *In what ways can body language affect a workplace positively or negatively?*
- *What have you learned today that will change what you do in the future?*

RESOURCES

ACTIVITY 1

Guess My Emotion

Cut out one set of emotions per group so each Explorer will receive two emotions. Instruct participants not to show their papers to anyone else.

Happy	Frustrated
Mad	Sleepy
Bored	Impatient
Sad	Nervous
Confident	Lying

ACTIVITY 2
Find My Group

Happy
Frustrated
Mad
Sleepy
Bored
Impatient
Sad
Nervous
Confident
Lying

CHARACTER AND HABITS

DESCRIPTION OF SESSION

This session introduces a seven-step process to help participants adopt good habits.

CATEGORY

- Character
- Higher-order Thinking
- Self-control and Self-motivation

OBJECTIVES

By the end of this session, participants will be able to:

- Apply a seven-step process to help develop good habits or eliminate bad habits.

SUPPLIES

- **Seven Steps to Good Habits** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Activity 1

Developing Good Habits

Ask: If someone tells a lie, does that mean he or she is a liar?

Based on the answers that are provided, lead a discussion to make the point that a single bad act does not define a person, but it may be the first step in a process that does define the person.

Make the following points through brief comments:

- Habits can be divided roughly into two types: good habits—such as always doing the thing you know to be right or regularly being considerate of others—and poor habits—such as cheating or putting off the things we have to do until the last minute.
- Poor habits, or vices, come easily to us. We slip into telling convenient lies, and before long we have the lying habit. We are liars. Or we start watching more and more television, and soon we are hooked and have little time for school assignments. The road to poor habits is smooth and slippery.
- Good habits, or virtues, on the other hand, are more difficult to come by. We have to work hard to acquire a strong, good habit.

Moving in the direction of developing good habits can be a matter of intentionality. Ask Explorers to describe some good habits they might like to adopt. Examples may include helping around the house, completing homework on time, or saving money from part-time work.

Pass out the **Seven Steps to Good Habits** activity sheet. Ask participants to pick one habit they would like to adopt and jot down some things they can do to internalize that desired good habit.

After Explorers complete the activity sheet, use the questions below to lead a reflection.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What was the hardest part about this activity?*
- *This process can also be used to eliminate bad habits. How would that work for you?*

Analysis Questions

- *Looking further ahead on your list of steps, which one will be most challenging for you and why?*
- *How might you use this process in your potential career?*

Generalization Questions

- *How might this process help you as a leader?*
- *How are some ways you could use this process to develop more ethical habits?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

Activity 1

Seven Steps to Good Habits

Seven Steps to Good Habits

MY NEW HABIT

1. **Identify:** Recognize a need, a lack, a problem.
2. **Understand:** Expand your mental map of how you want to change.
3. **Commit:** Make a personal decision to “go for it.”
4. **Plan:** Work out a roadmap to victory.
5. **Act:** Put your plan into action.
6. **Self-monitor:** Regularly check how you are doing.
7. **Persist:** Stay with it.

ICEBREAKER: PROBLEM SOLVED

DESCRIPTION OF SESSION

This session introduces participants to the creative process by having them brainstorm and then devise solutions to problems.

CATEGORY

- Life Skills – social skills
- Life Skills – team building
- Life Skills – problem solving

OBJECTIVES

By the end of this session, participants will be able to:

- Design a project, idea, or solution that solves a specified problem.

SUPPLIES

- Pads of sticky notes—one per participant
- Pens or pencils—one per participant
- Simple materials to create prototypes—see Activity 4
- Materials to create solutions—see Activity 5

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ADVISOR NOTE:

Activity 5 is optional. If there is no time or materials are not available, making the solution can be omitted. If that is the case, be sure to let participants know that the goal of this session is to *design* a solution, not necessarily to *build* a solution.

ACTIVITIES

Activity 1

Brainstorming Materials

Start by having participants brainstorm materials. Examples: sticks, felt, cardboard. Have each person suggest three to five ideas or leave it open-ended and allow participants to brainstorm as many as they want in a specified time.

Participants should write down each material on a sticky note (one per note) and stick them all on a common wall or table.

Activity 2

Brainstorming Problems

Then, have participants brainstorm problems that they encounter or things that annoy them. Examples: traffic, stinky feet. Give them a suggested number to brainstorm or leave it open for participants to generate as many as they want in a specified time.

Participants should write down each annoyance or problem on a sticky note (one per note) and stick them all on a common wall or table but separate from the materials notes.

Activity 3

Brainstorming Themes

Finally, have participants brainstorm themes. Examples: Olympics, colors, Halloween. Again, give them a suggested number to brainstorm or leave it open for participants to generate as many as they want in a specified time.

Participants should write down each theme on a sticky note (one per note) and stick them all on a common wall or table separate from the materials and problems/annoyances notes.

Activity 4

Designing a Solution

Now, have each participant choose one material, one problem/annoyance, and one theme. Explorers can choose from all the ideas generated or from their own ideas.

Then, their challenge is to develop a project, idea, or solution that addresses their problem/annoyance, using the specified material, along the chosen theme. Participants should work individually.

The project, idea, or solution can remain as a simple idea that is shared aloud, or participants can be encouraged to sketch it out or prototype it with simple materials (paper, markers, paper clips, tape).

Have the participants then share their ideas with the larger group.

Activity 5

Making a Solution

Now that participants have brainstormed and designed their solutions, give them 15-30 minutes to create their solutions with materials that are available. Participants can work individually or in groups.

After the solutions have been created, have participants share their solutions.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- *How did what you learned help you gain more insight into being creative?*
- *How does this icebreaker activity help you understand and practice creativity?*
- *What were the benefits of doing such an icebreaker/activity?*
- *Were you surprised by what you could accomplish without many resources? Why or why not?*
- *How might you use this in life or in college?*

LEARNING STYLES INTRODUCTION - PART 1

DESCRIPTION

This session helps participants identify learning style preferences.

CATEGORY

- Life Skills
- Learning Styles

OBJECTIVES

By the end of this session, participants will be able to:

- Differentiate between three types of learning styles.
- Identify their type of learning style.

SUPPLIES

- **Finding My Learning Style** activity sheet
- Pen or pencil

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Share the **Finding My Learning Style** activity sheet with participants. Give them about five minutes to complete the survey and tally their responses.

After Explorers have had time to complete the worksheet, ask for volunteers to share their answers. Ask them if they scored highest in the area they thought they would or if they were surprised by their results.

Briefly review with the Explorers examples of each of the types of learning styles.

Examples you could provide would be:

- Auditory—listening to speeches or videos, reading out loud, participating in group discussions
- Visual—drawing maps, outlining processes, taking notes, watching videos
- Tactile/kinesthetic—taking field trips, visiting museums, playing learning games

Transition into the reflection to close the session.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or to develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How did your result compare with what you believed about how you prefer to learn?*

Analysis Questions

- *What can you learn from an assessment like this?*

- *What does it mean for your ability to learn if you have a preference for one of these learning styles?*
- *How can you use your learning style as a strength to support your learning?*
- *How can you use your learning style as a strength in your potential career?*

Generalization Questions

- *Why is this important?*

RESOURCES

Finding My Learning Style

ACTIVITY SHEET FINDING MY LEARNING STYLE*

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer will offer insight into how you learn.

1.	When I try to concentrate...	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
2.	When I visualize...	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3.	When I talk with others...	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4.	When I contact people...	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5.	When I see an acquaintance...	I forget names but remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote what we discussed.	I remember what we did together and I may almost "feel" our time together.
6.	When I relax...	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7.	When I read...	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8.	When I spell...	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.
9.	When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.
10.	When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11.	When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12.	When I teach other people...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
	Total:	Visual:	Auditory:	Tactile/Kinesthetic:
		_____	_____	_____

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

*Retrieved on February 13, 2016, from <http://marciaconner.com/assess/learningstyle/>; used with permission.

LEARNING STYLES - PART 2

DESCRIPTION

This session will help participants become aware of their learning styles and how that awareness can help them become more effective learners.

CATEGORY

- Life Skills
- Learning Styles

OBJECTIVES

By the end of this session, participants will be able to:

- Identify three different styles of learning.
- Discover individual learning styles through self-assessment.
- Understand what learning strategies are best for each style of learning.

SUPPLIES

- Computer with Internet access or smartphone

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Ask Explorers how they would best learn the following:

- How to play a card game
- How to learn something from U.S. history
- How to tie a knot in a rope

Various answers will be generated—some people like to be shown a task, some prefer to try it themselves, and others would rather hear an explanation. Note that many people have preferences regarding how they like to learn things. Knowing a little bit about those preferences helps people take advantage of them so they can become better learners.

Direct participants to the [“What’s Your Learning Style?”](https://www.educationplanner.org/what-is-your-learning-style/) self-assessment from EducationPlanner.org.

Give them about 10 minutes to complete the self-assessment. When they are finished, have participants review their results and then click on the “view all of the learning styles” link to find out about the other learning styles and strategies to become better learners. Initiate a group discussion about the different learning styles and learning strategies.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn from the self-assessment?*

Analysis Questions

- *Did the results surprise you or affirm what you already understood about yourself?*

Generalization Questions

- *How can you use this information to help you become a more successful learner?*
- *How can you use this information to help you expand your ability to use a style that is not your dominant or preferred learning style?*
- *Why is this important?*

LEARNING STYLES: AUDITORY - PART 3

DESCRIPTION

This session introduces ways for auditory learners to accommodate other learning styles into their own approaches to learning.

CATEGORY

- Life Skills
- Learning Styles

OBJECTIVES

By the end of this session, participants will be able to:

- Apply auditory learning skills.
- Incorporate visual and tactile learning approaches for auditory learners.

SUPPLIES

- **Learning Strategies for Auditory Learners** activity sheet; one copy for each participant
- Pen or pencil

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Ask participants: *Who scored highest as an auditory learner from one of our previous activity sessions?*

Ask an Explorer who scored high on that learning style: *What are some characteristics of people who prefer to learn in that way?*

Some or all of the following may be mentioned.

- Tend to have incredible memories for past conversations (such as jokes)
- Enjoy getting involved in arguments
- Enjoy discussions, debates, and talking to others
- Enjoy listening to music, and sing, hum, or whistle to themselves.
- Prefer to give oral presentations over written reports (although this also has a lot to do with confidence!)
- May read slowly
- May have difficulty interpreting complicated graphs, maps, or diagrams

Share the **Learning Strategies for Auditory Learners** activity sheet. Tell Explorers that they will use the suggestions on the activity sheet to adapt the scenarios you will read to them to better support the needs of an auditory learner. Read the following scenarios.

1) The teacher is allowing students to review for tomorrow's test during today's class time. Students are to be quiet and remain seated.

2) During class, students are divided into groups of two. The groups will role-play a job interview, with one person conducting the interview and one person being interviewed.

3) *In science class, the teacher is reading from the book and reviewing the assignment with the students.*

4) *After reviewing each section of information, the teacher stops and conducts an experiment to demonstrate the lesson just reviewed. When possible, the teacher allows a student to conduct the experiment instead.*

Solicit feedback from Explorers after sharing each of the scenarios above. Close the session with the reflection questions below.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn from this activity?*
- *How will you be able to take a non-auditory experience and turn it into a positive, more “auditory” experience?*
- *How will this help you engage and learn more by knowing what you know now?*

Analysis Questions

- *What was the greatest challenge you experienced in adapting the scenarios to a different learning style?*

Generalization Questions

- *How can today’s exercise help you in the future?*
- *Why is this important?*

RESOURCES

Learning Strategies for Auditory Learners

- Sit near the front of your class.
- With your instructor's permission, record lectures to play back later.
- Choose a place to study that allows you to read aloud or talk yourself through questions as you work.
- Before beginning an assignment or a project, say out loud the learning outcomes you expect to achieve.
- Skim new material before you begin reading. Then verbalize a basic outline of the reading, including an overview of the material and key sections. At the end, summarize out loud what you have learned.
- Read aloud, especially when you encounter challenging text. Reread when needed or read to others.
- Take notes on flash cards. Read aloud and review the flash cards repeatedly.
- Record yourself reading aloud using your smartphone.
- Play back lectures or recorded notes while you are getting ready in the morning, riding on the bus, etc.
- Participate in study groups or find a study partner with whom you can discuss assignments.
- When permitted, choose to present work through an oral presentation rather than through a written paper.
- Remove distracting noises by playing white noise or wordless music when you study.
- Create songs or pneumonic devices to help you remember key concepts.

LEARNING STYLES: TACTILE - PART 4

DESCRIPTION

This session introduces ways for tactile learners to accommodate other learning styles into their own approaches to learning.

CATEGORY

- Life Skills
- Learning Styles

OBJECTIVES

By the end of this session, participants will be able to:

- Apply tactile learning skills.
- Incorporate visual and auditory learning approaches for tactile learners.

SUPPLIES

- None

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and life.

ACTIVITIES

Introduction

Ask participants: *Who scored highest as a tactile learner from one of our previous activity sessions?*

Ask an Explorer who scored high on that learning style: *What are some characteristics of tactile learners?*

Some or all of the following may be mentioned.

- Tactile learners can remember complex directions once they have acted them out.
- Tactile learners benefit from role-playing in the classroom.
- Tactile learners enjoy lab classes, such as science.
- Tactile learners use flash cards and memory games when they study.
- Tactile learners study with music or television playing in the background.
- Tactile learners can't sit still for long and must take breaks when they study.

Activity 1

Print out the following scenarios and cut them apart. Divide Explorers into four groups and give each group one of the scenarios to role-play, demonstrating how they could adapt what is described to better support the needs of a tactile learner. After each role-play, have the entire group offer ideas about other ways the situation could be adapted.

1) In geography class, the teacher is reading from the textbook. She also asks for volunteers to read to the class.

2) The teacher divides students into groups to prepare for class presentations. After collecting information, each group gives an oral report on its assigned subject.

3) The teacher is allowing students to review for tomorrow's test during today's class time. Students are to be quiet and remain seated.

4) *The English teacher assigns an essay to be written during class time. After writing the essay, students must take their last paragraph and diagram the sentences.*

Close the session with the reflection questions below.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn from this activity?*
- *How will you be able to take a non-tactile experience and turn it into a positive, more “tactile” experience?*
- *How will this help you engage and learn more by knowing what you know now?*

Analysis Questions

- *What was the greatest challenge you experienced in adapting the scenarios to a different learning style?*
- *Was there ever a time when you had trouble understanding an assignment? Maybe it was the way in which it was presented. If this were to happen again, how could you translate it to a different learning style that works better for you?*
- *How might you use this in your potential career?*

Generalization Questions

- *How can today’s exercise help you in the future?*
- *How might you use this in life or in college?*
- *Why is this important?*

LEARNING STYLES: VISUAL - PART 5

DESCRIPTION

This session introduces ways for visual learners to accommodate other learning styles into their own approaches to learning.

CATEGORY

- Life Skills
- Learning Styles

OBJECTIVES

By the end of this session, participants will be able to:

- Apply visual learning skills.
- Incorporate tactile and auditory learning approaches for visual learners.

SUPPLIES

- None

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and life.

ACTIVITIES

Introduction

Ask participants: *Who scored highest as a visual learner from one of our previous activity sessions?* Ask an Explorer who scored high on that learning style: *What are some characteristics of visual learners?*

Some or all of the following may be mentioned.

- Visual learners like to create diagrams, concept maps, and webs to help them remember information.
- Visual learners understand information better when it is presented in graphs, pie charts, and other colorful pictures.
- Visual learners learn better from watching videos than students who are auditory or tactile learners.
- Visual learners copy everything a teacher writes on the board.
- Visual learners use highlighters and markers in their notes.
- Visual learners circle and underline words.

ACTIVITY 1

Print out the following scenarios and cut them apart. Divide Explorers into four groups and give each group one of the scenarios to role-play, demonstrating how they could adapt what is described to better support the needs of a visual learner. After each role-play, have the entire group offer ideas about other ways the situation could be adapted.

1) In geography class, the teacher is reading to the class from the textbook. She also asks for volunteers to read to the class.

2) The teacher divides students into groups to prepare for class presentations. After collecting information, each group gives an oral report on its assigned subject.

3) Students are divided into groups of two. The groups will role-play a job interview, with one person conducting the interview and the other person being interviewed.

4) In science class, the teacher is reading from the book and reviewing the assignment with the students. After reviewing each section of information, the teacher stops and conducts an experiment to demonstrate the lesson just reviewed. When possible, the teacher allows a student to conduct the experiment instead.

Close the session with the reflection questions below.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn from this activity?*
- *How will you be able to take a non-visual experience and turn it into a positive, more “visual” experience?*
- *How will this help you engage and learn more by knowing what you know now?*

Analysis Questions

- *What was the greatest challenge you experienced in adapting the scenarios to a different learning style?*
- *Was there ever a time when you had trouble understanding an assignment? Maybe it was the way in which it was presented. If this were to happen again, how could you translate it to a different learning style that works better for you?*
- *How might you use this in your potential career?*

Generalization Questions

- *How can today’s exercise help you in the future?*
- *How might you use this in life or in college?*
- *Why is this important?*

MANAGING YOUR ONLINE PRESENCE

DESCRIPTION

A young person's online presence can be a professional strength or a disaster that may be difficult to repair. This session provides insight into the power of a positive message and the damage to one's professional life that can be caused by inappropriate content online.

CATEGORY

- Life Skills
- Self-Promotion

OBJECTIVES

By the end of this session, participants will be able to:

- Identify the value and the perils associated with their social media presence.
- Identify the impact that social media can have on the impressions held by current or potential employers.

SUPPLIES

- Social media "screenshots" (see resources)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Social Media Screenshots

Provide a set of social media screenshots from the resources section. Ask participants to use the images to create a short story about or profile of the person in each of the social media screen captures.

Have participants share their stories about the individuals in the pictures. Comment before moving into the reflection questions that social media is permanent. Once something is posted online, it is available to millions of computers around the world.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to the post or your specific focus area.

REFLECTION

Focusing Questions

- *What might a casual reader infer from the pictures?*
- *What might an employer infer from the pictures?*

Analysis Questions

- *If all things were equal between Tim and Katherine, who is more likely to be hired for a job or offered a promotion? Is that fair? Why or why not?*
- *What are challenges you perceive regarding social media content since it can remain available for years to come?*

Generalization Questions

- *Why is social media a great thing? Why is social media potentially a problem for individuals?*

- *What are specific actions you can take to ensure that social media does not create problems for you?*
- *How can social media—and media in general—be used to promote the best version of yourself?*

RESOURCES

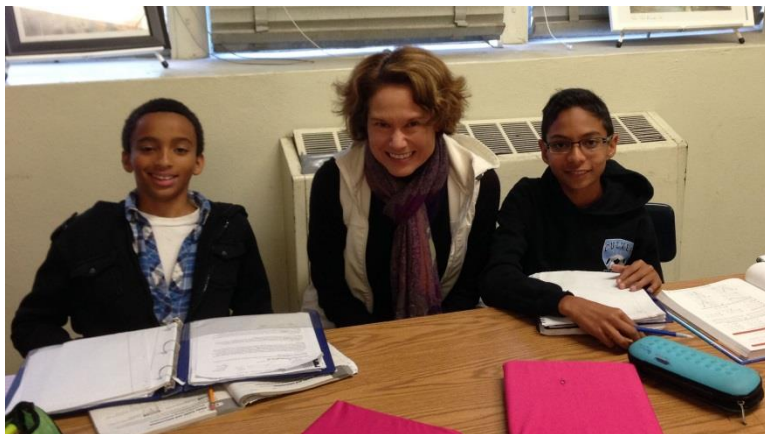
SOCIAL MEDIA UPDATE: Tim Smith



Jeff Jones says ...
 Sally Smith says ...
 Megan Marshall says ...

Did you wake up before your parents came home?
 No he didn't. Don't look for him here, since they took his phone away.
 Happy birthday, Tim! LOL

SOCIAL MEDIA UPDATE: Katherine Kane



Jeff Jones says ...
 Sally Smith says ...
 Megan Marshall says ...

Congratulations on your community service award, Kate!
 ♥♥♥♥♥♥♥!!!
 Great news!

RESPECT

DESCRIPTION OF SESSION

In this session, participants will use a biography of civil rights worker Rosa Parks to explore the importance of respect.

CATEGORY

- Character

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of respect for others and of self-respect.

SUPPLIES

- **A Heroic Act to Gain Respect** activity sheet—make a copy for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Activity 1

Gaining Respect

Pass out copies of the activity sheet **A Heroic Act to Gain Respect** to participants.

Ask them to read **A Heroic Act to Gain Respect**. After participants finish reading the essay, use the reflection questions below to make the point that respect is an essential part of success in life.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *Why is it important to have respect for others?*
- *What are some ways that teenagers frequently show a lack of respect?*

Analysis Questions

- *Do only the people we admire deserve respect? Why or why not?*
- *Why would Rosa Parks be concerned by a lack of respect by clearly bigoted and ignorant people?*
- *Wasn't Rosa Parks showing disrespect for the laws of the city of Montgomery? How can you justify her actions?*
- *How might you use this in your potential career?*

Generalization Questions

- *How would your experiences as a student be different if everyone embraced an ethic of respect for all?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

Activity 1

Gaining Respect

A Heroic Act to Gain Respect

A few decades ago in the United States, African Americans were confronted with disrespect on a daily basis. In many parts of the country, they were, by law, second-class citizens. They were kept from voting by local laws. They were not allowed to eat in certain restaurants or stay in many hotels. They were educated in segregated schools with few materials and by underpaid teachers. African American men who had served bravely a few years earlier in World War II now confronted a lack of respect in the workplace, shops, and streets of the country they had fought for.

One of the greatest indignities was that, in some parts of the country, buses and trains had two sections, one for “Whites” and one for “Colored.” On buses, the “Colored” seats were not only the shabbiest, but they were also in the back. In the mid-1950s, the injustice of segregation and these mean-spirited, petty rules was building up among both African Americans and whites. Speeches were given, articles were written, and reports were issued. But it wasn’t until a middle-aged black seamstress refused to move to the back of the bus that the whole evil system of segregation began to unravel. That woman was Rosa Parks.

This quiet hero of America’s civil rights revolution was born Rosa Louise McCauley in Tuskegee, Alabama, in 1913. The daughter of a schoolteacher, she was home-schooled until she was 11. Her first school was a private, all-black, girls’ school, the Montgomery Industrial School for Girls, where she cleaned classrooms to pay the tuition. After a few years there, Rosa went to a segregated secondary school in Montgomery, the Booker T. Washington High School. Although she had a great desire to gain an education, she was forced to leave school before graduating in order to care for her sick mother.

At age 19, Rosa married Raymond Parks, and the couple settled down in Montgomery. A few years later, her husband supported her decision to finish high school. The Parks family, like many young couples, were active in their church and civic affairs. Rosa’s girlhood memories of Ku Klux Klan lynchings and burnings led the Parks family to the local chapter of the National Association for the Advancement of Colored People (NAACP). Together with ministers, lawyers, and average people like themselves, the Parks family worked for better schools and more justice for blacks. In addition, Rosa worked various jobs as a seamstress.

On December 1, 1955, Rosa, having spent the day sewing in a downtown Montgomery clothing store, began the journey home. Little did she realize that she was about to light the fuse that would ignite one of the defining battles in the history of the United States. Like most of the African American riders on the city buses, Rosa knew the system well: Blacks got on the bus, paid their fare, got off the bus, went to the rear door, entered, and looked for a seat in the “Colored Section.” It was a frequent trick of bus drivers to allow blacks to pay at the front and then, before they could enter the rear door, drive away. One rule was that if the “Colored Section” was filled (as it usually was since three-fourths of the city’s bus riders were black), African Americans could take the rear seats in the “White Section.” That is, until a white person came along, and then they would have to give up their seat and stand in the back. The rule went further. If the “White Section” filled up, white passengers were entitled to claim the first rows in the “Colored Section.” Further, if four African Americans were sitting in the two seats in the first row of their section, and a white customer came along, all four had to vacate their seats.

On this particular night, Rosa Parks was sitting in the first row of the “Colored Section” with three other African Americans. After the bus driver said that all of them had to give up their seats to a white man,

Rosa decided she had had enough. The three others got up and went to the back, but Rosa refused to yield her seat. The other bus passengers, white and black, were shocked. The bus driver fumed and finally called the police. With great dignity and calm, Rosa submitted to arrest and was taken off the bus to the police station. A white man, for whose wife Rosa had been a seamstress, later posted bail and Rosa was allowed to go home.

When the leaders of the local NAACP chapter heard about the incident, they realized that Rosa Parks, a kind, churchgoing woman, was a perfect symbol to dramatize the injustice of segregation. After talking it over with Rosa and her husband, they decided to challenge the constitutionality of Montgomery's segregation laws. They also planned a massive boycott of the Montgomery city transportation system, the primary means of transportation among the city's African Americans. A young black minister, the Rev. Martin Luther King Jr., had just come to town. He became a key organizer in this nonviolent boycott that lasted more than 300 days.

The Montgomery bus boycott received not only the attention of the American public but also the speedy attention of the United States Supreme Court. A year after she had been arrested for not moving to the back of the bus, the Supreme Court threw out all segregation rules as denials of basic American rights. The next day the boycott was over, and Rosa Parks got on the bus, paid her fare, and sat where she pleased.

Rosa and her husband were marked people, however. Over the next few years, she lost her seamstress job, was unable to find work, and was continually harassed. Finally, the Parks family moved to Detroit to live a normal life. However, as the civil rights movement grew, more and more Americans came to regard her simple, but firm, demand for respect as the catalyst that turned the tide in the battle for civil rights in America in favor of racial justice.

Rosa Parks' husband died in 1977. After working for many years for a U.S. congressman from Detroit, Rosa retired, but she remained a strong and dignified spokesperson for oppressed and disadvantaged peoples until her death in 2005.

SELF-AWARENESS

DESCRIPTION OF SESSION

In this session, participants will explore self-awareness as a desirable character trait.

CATEGORY

- Character

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of self-awareness as a personal characteristic.

SUPPLIES

- **Who Am I?** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Who Am I?

Pass out the **Who Am I?** activity sheet. Ask participants to take a moment to think about their choices in life. Remind them that none of us always makes good choices. Usually, we make both good and bad choices. But it's important that we learn from our mistakes when we make bad choices so that we can make wiser choices in the future.

Ask Explorers to do the following:

- Think of three choices they have made recently that relate to each of the underlying character traits listed on the activity sheet. These can be good or bad decisions.
- Remind them that this activity sheet is personal and need not be shared with anyone else. Give them time to fill it out, then ask: "How many of you have changes you want to make?" After a show of hands, tell them to start thinking of steps they can take to make the needed changes.

Activity 2

Conflicts in Values

Tell Explorers that some of the hardest choices we have to make occur when two basic values that we believe in come into conflict. For teenagers that problem is most often presented as having to choose between loyalty to friends and some other basic value—such as honesty, avoiding drug use, or being law abiding. Teens don't like to "narc" on friends to parents. They may think that being a loyal friend means not telling when they see their friends doing things that are not right or may even be illegal.

Lead a discussion in which you ask Explorers the difference between the short-term consequences and the long-term consequences of their silence when they see a friend doing something illegal—such as shoplifting. For example, a short-term consequence of their failure to tell their friend's parents may be that they keep the friend for a while. One long-term consequence may be that their friend continues shoplifting and eventually goes to jail.

When they consider long-term consequences versus short-term consequences, who really is a friend—the person who tells or the person who remains silent? Ask Explorers to consider other such scenarios. What are other things that a true friend would do?

Use the questions below to carry out a closing reflection.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- | | |
|--------------------------|---|
| Focusing Questions | ▪ <i>How would you describe the idea of self-awareness?</i> |
| Analysis Questions | ▪ <i>How is self-awareness an important characteristic for leaders?</i>
▪ <i>How might you use this in your potential career?</i> |
| Generalization Questions | ▪ <i>How is self-awareness important in working with other people?</i>
▪ <i>What are some ways that Explorers can practice becoming self-aware?</i>
▪ <i>How might you use this in life or in college?</i>
▪ <i>Why is this important?</i> |

RESOURCES

Activity 1

Who Am I?

Who Am I?

Instructions: Take a moment to think about your choices in life. What character traits do your daily actions show? Fill in the chart honestly. None of us always makes good choices. Usually we make both good and bad choices. But it's important that when we make bad choices, we learn from our mistakes and make wiser decisions in the future. It is what we learn from our mistakes that determines, ultimately, the kind of person we become.

CHARACTER TRAIT

MY ACTIONS

HONESTY

- 1. _____
- 2. _____
- 3. _____

Are there changes I need to make? Yes __ No __

COMPASSION

- 1. _____
- 2. _____
- 3. _____

Are there changes I need to make? Yes __ No __

LAW-ABIDING

- 1. _____
- 2. _____
- 3. _____

Are there changes I need to make? Yes __ No __

FAIR

- 1. _____
- 2. _____
- 3. _____

Are there changes I need to make? Yes __ No __

NON-PREJUDICED

- 1. _____
- 2. _____
- 3. _____

Are there changes I need to make? Yes __ No __

LOYAL

- 1. _____
- 2. _____
- 3. _____

Are there changes I need to make? Yes __ No __

ADD OTHER TRAITS ...

1.

2.

3.

Are there changes I need to make? Yes __ No __

1.

2.

3.

Are there changes I need to make? Yes __ No __

SELF-CONTROL

DESCRIPTION OF SESSION

In this session, participants will explore the concept of self-control, based on an essay about the baseball player who helped integrate major league baseball.

CATEGORY

- Character
- Self-control and Self-motivation

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of self-control as a personal characteristic.

SUPPLIES

- **The Key to the Game** activity sheet—make a copy for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Activity 1

Developing Self-Control

Pass out copies of **The Key to the Game** activity sheet, and have participants read it. After participants have finished reading the essay, use the reflection questions below to make the point that self-control is an essential part of success in life.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- | | |
|--------------------------|---|
| Focusing Questions | <ul style="list-style-type: none">▪ <i>What do you think would have happened to Jackie Robinson if he had failed to control himself during his initial year in the majors?</i> |
| Analysis Questions | <ul style="list-style-type: none">▪ <i>What do you think were the motivations of Branch Rickey when he signed Robinson to play for the Dodgers?</i>▪ <i>How is self-control an important skill for leaders?</i>▪ <i>How might you use this in your potential career?</i>▪ <i>In what areas do young children in particular need to acquire the habit of self-control?</i>▪ <i>In what areas do teenagers need to acquire the habit of self-control?</i> |
| Generalization Questions | <ul style="list-style-type: none">▪ <i>What are some other areas of human life that require self-control?</i>▪ <i>How might you use this in life or in college?</i>▪ <i>Why is this important?</i> |

RESOURCES

Activity 1

Developing Self-Control

THE KEY TO THE GAME

Baseball Hall-of-Famer Jackie Robinson may not be the greatest player ever, but no one has had a more profound impact on our national sport. Robinson broke “the color barrier” and was the first African American athlete to play in the major leagues. He accomplished this feat not simply by his outstanding athletic skills, but also by going against his natural instincts. This proud and highly competitive man did it through self-control.

Jackie Robinson was born in 1919 in rural Georgia, the son of a sharecropper and the grandson of a slave. His father abandoned his family when Jackie was 1 year old. Seeking a new and different life, Jackie’s mother took Jackie and her other four young children across the country to Pasadena, California. As the first black family on a previously all-white street, the Robinsons had firsthand experience with racial prejudice.

While playing games in a nearby park, Jackie discovered a love for sport and developed into an aggressive competitor. Every game he took up—basketball, football, golf, track, and baseball—he excelled in. He played all these games with a full-throttle, all-out style. After high school, he went to a local junior college and then to UCLA, where he was the first student ever to letter in four sports and where his excellence gained him national attention. He also earned a reputation as a hothead, ready to fight any white man who insulted him or failed to give him his due. His aggressiveness and temper were moderated by two people: a young minister, Karl Downs, who brought him close to the church, and another UCLA student, Rachel Isum, who became his wife and lifelong partner.

After leaving college before completing his degree, the highly acclaimed athlete could find few outlets for his talents. However, his life and those of millions of other young men were changed by Japan’s bombing of Pearl Harbor and our nation’s entry into World War II. Jackie enlisted in the U.S. Army and was given a commission as an officer. He soon discovered that being a black officer was somehow inferior to being a white officer. Racial incidents began to plague him. Finally, on an Army base in Kansas, things came to a head. Having hurt his ankle on the baseball field, Robinson boarded a bus to the military hospital. The bus driver, contrary to Army procedures, ordered Robinson to move to the back of the bus. Robinson refused, and the driver called the military police, claiming Robinson was drunk and disorderly. He was subjected to a military court-martial, which gained wide attention. Once the facts came to light, Robinson was judged to have been completely innocent. In addition, his ankle injury was found to be bone chips, and Robinson was given an honorable discharge.

Somewhat at loose ends, Robinson accepted an offer to play in the Negro Leagues. While he starred on the field, the off-the-field life of finding hotels and restaurants that served African Americans frustrated and angered him. In the meantime, the war had ended, and many forms of racial prejudice—including baseball’s color barrier—were being attacked. Several baseball teams were cautiously looking for just the right black player but were also afraid of the reaction of their white fans. One man, Branch Rickey, owner of the Brooklyn Dodgers, had the courage and the decency to take on the challenge that other teams shied away from.

Rickey was convinced of one thing, however: The first black player to integrate the major leagues had to be not only an outstanding ballplayer but also an outstanding human being. Whoever it was would be the target of taunts, racial slurs, and physical abuse, both on and off the field. He needed a superb athlete, but even more, a man of true character. He focused on Jackie Robinson and invited him to be

part of what he called his “Noble Experiment.” Both spoke openly of what was in store for the first black man to break into the majors. Both spoke openly of Jackie’s past fights and racial conflicts. Rickey told Jackie that he would have to be under wraps for three years, absorbing the insults and injuries, but under no circumstances—either on the field or off the field—could he fight back with fists or words.

Jackie Robinson accepted the challenge, and there began one of the most noble chapters in the history of sports. Before a watchful nation, this handsome, dazzling athlete was the target of bean balls, flying spikes, threats, and a barrage of racial taunts. He quietly and with great dignity absorbed it all. He also starred at the plate, batting .297, and on the base paths, stealing 29 bases, and he won the Major League Baseball Rookie of the Year Award. Three years later he batted .346, had an incredible 124 RBIs (runs batted in), and stole 37 bases. That year Robinson led his team to the World Series and won the league’s Most Valuable Player award. The “Noble Experiment” was an overwhelming success, and Branch Rickey was certain that the major contributor was Jackie Robinson’s incredible self-control. And as they had planned three years earlier, Jackie was then free to let his aggressive style of play come to the surface. He was free to speak his mind and fight back when provoked. However, by this time much of baseball’s battle was over, and racial tensions had relaxed. A flood of talented black athletes came into the majors. By 1953, Rickey himself recruited three more black players, who all went on to become National League Rookies of the Year.

Jackie Robinson’s ability to control his temper, even in the face of blatant prejudice, led directly to his stellar baseball career. It also contributed to organized baseball’s acceptance of players of all races and nationalities. More than that, Robinson’s dignity and self-control in the face of injustice did much to end America’s shameful racial attitudes. All Americans owe a debt to one man’s self-control.

SELF-DISCIPLINE

DESCRIPTION OF SESSION

In this session, participants will explore the concept of self-discipline as an important characteristic for leaders and for success in achieving goals.

CATEGORY

- Character
- Self-control and Self-motivation

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of self-discipline as a personal characteristic.

SUPPLIES

- **Gaining Self-Discipline** activity sheet—make a copy for each participant
- Pen or pencil for each participant
- Whiteboard or easel pad and marker

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Gaining Self-Discipline

Give each Explorer a copy of the **Gaining Self-Discipline** activity sheet. Tell them to decide on some personal improvements they want to accomplish in different areas of their lives. Go over the different areas and ask Explorers to make suggestions of possible goals. After you have made sure they understand, ask them to think of one to three goals in each area. Have them write their goals in the spaces provided and then indicate whether it is something they will do daily or weekly. Ask them to keep track of how well they do.

Activity 2

Finding Motivation

Motivation is sometimes a problem in achieving self-discipline. Different people are motivated by different things. Ask the Explorers to think of ways they can help motivate themselves to continue working on the goals they set in Activity 1.

For example, some may want to make a chart and check off each time they achieve a goal. Others may want to drop a quarter in a jar each time they reach a goal—using the money at the end for some special treat. Write the motivations on the whiteboard or easel pad. Ask Explorers to decide on a motivation for themselves and write it on the back of the activity sheet they completed for Activity 1.

Use the questions below to carry out a closing reflection.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What tasks were you asked to accomplish today?*

Analysis Questions

- *How is self-discipline an important characteristic for leaders?*
- *Why is it important to put goals in writing?*
- *Why is motivation sometimes a challenge, even when it is related to achieving something worthy?*
- *How might you use this in your potential career?*

Generalization Questions

- *What are some ways that Explorers can practice self-discipline?*
- *What can you do to help yourself become more successful in achieving goals and strengthening your self-discipline?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

Activity 1

Gaining Self-Discipline

Gaining Self-Discipline

Instructions: Decide on some personal improvements you want to accomplish in different areas of your life. Write them down. For example, you may choose to do homework as soon as you get home, rather than wait until after dinner. Or you may choose to go out of your way to be friendly to someone new at school. Or you may decide to clean your room on a regular basis without being asked. Think of one to three goals in each area. Determine whether you'll be working on each goal on a daily or weekly basis. Keep track of how well you do.

SCHOOL

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

HOME

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

HEALTH

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

FRIENDSHIPS

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

COMMUNITY SERVICE

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

PERSONAL DEVELOPMENT

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

OTHER

ACTIVITY OR GOAL

DAILY/WEEKLY

1.

2.

3.

TWENTY QUESTIONS

DESCRIPTION

This session provides a “twenty questions” introduction to important ideas related to preparing for a career.

CATEGORY

- Life Skills
- Career Exploration

OBJECTIVES

By the end of this session, participants will be able to:

- Evaluate information objectively.
- Identify and address misconceptions regarding career planning and preparation.

SUPPLIES

- **Twenty Questions** activity sheet, one copy per participant (see resources)
- Pen or pencil

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Ask: *Why do people use true and false questions as part of a test or quiz?*

Responses may include that the true/false line of questioning helps to show whether you have mastered some factual knowledge about a subject.

Follow up with: *A true/false quiz can also be used to find out what you know in advance of learning something.*

Twenty Questions

Distribute the **Twenty Questions** activity sheet and give participants a few minutes to mark each response true or false. Review the participants’ responses with them.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to the Post or your specific focus area.

REFLECTION

Focusing Questions

- *Did you struggle to answer any of the questions?*

Analysis Questions

- If an Explorer’s answer is incorrect, use the opportunity to discuss his or her misconception and how the best answer reflects what we know is the best preparation for a career.

Generalization Questions

- *What have you learned through this exercise?*
- *What are some important ways for you to apply what you have learned?*

RESOURCES

ACTIVITY SHEET TWENTY QUESTIONS

- | | | |
|--|---|---|
| 1. All students pursuing an ambition to play a professional sport will meet that goal. | T | F |
| 2. Communication skills are not an important aspect of a career. | T | F |
| 3. Take just any job, complete the training, and—if you don't like it—quit. | T | F |
| 4. Math and science fields are fast-growing areas of employment. | T | F |
| 5. In order to improve your success in job hunting, build a network of people who know your character and qualifications. | T | F |
| 6. Volunteering in your community would be of no help in exploring career paths. | T | F |
| 7. Lifelong learning is important as people change jobs more frequently in their lifetimes. | T | F |
| 8. Transferable skills are not necessary in today's working society. | T | F |
| 9. Baby boomers are those born between 1943 and 1960, and they are beginning to retire. Knowing this could make a difference in choosing a career path. | T | F |
| 10. Improve your interpersonal skills by becoming more culturally aware. | T | F |
| 11. A myth about your career decisions is that once you make a decision you just must live with it. | T | F |
| 12. Setting long-term goals is of no use to me or anyone else. | T | F |
| 13. Never give up, even though sometimes you must redirect. | T | F |
| 14. Employees get all their work completed in a 40-hour workweek. | T | F |
| 15. Be flexible. | T | F |
| 16. After an interview, prospective employees should hand-write a thank you note to the interviewer. | T | F |
| 17. What I wear to an interview doesn't affect the outcome. | T | F |
| 18. Finding a path to a satisfying career requires careful planning and careful decision-making, but an eighth grader doesn't really need to start the process now. | T | F |
| 19. Going to college is a career plan. | T | F |
| 20. Career planning is an ongoing process that begins with self-exploration and requires long-term goal setting and an understanding of an ever-changing job market. | T | F |

**ACTIVITY SHEET—BEST ANSWERS
TWENTY QUESTIONS**

- | | |
|--|-------|
| 1. All students pursuing an ambition to play a professional sport will meet that goal. | False |
| 2. Communication skills are not an important aspect of a career. | False |
| 3. Take just any job, complete the training, and—if you don't like it—quit. | False |
| 4. Math and science fields are fast-growing areas of employment. | True |
| 5. In order to improve your success in job hunting, build a network of people who know your character and qualifications. | False |
| 6. Volunteering in your community would be of no help in exploring career paths. | False |
| 7. Lifelong learning is important as people change jobs more frequently in their lifetimes. | True |
| 8. Transferable skills are not necessary in today's working society. | False |
| 9. Baby boomers are those born between 1943 and 1960, and they are beginning to retire. Knowing this could make a difference in choosing a career path. | True |
| 10. Improve your interpersonal skills by becoming more culturally aware. | True |
| 11. A myth about your career decisions is that once you make a decision you just must live with it. | False |
| 12. Setting long-term goals is of no use to me or anyone else. | False |
| 13. Never give up, even though sometimes you must redirect. | True |
| 14. Employees get all their work completed in a 40-hour workweek. | False |
| 15. Be flexible. | True |
| 16. After an interview, prospective employees should hand-write a thank you note to the interviewer. | True |
| 17. What I wear to an interview doesn't affect the outcome. | False |
| 18. Finding a path to a satisfying career requires careful planning and careful decision-making, but an eighth grader doesn't really need to start the process now. | False |
| 19. Going to college is a career plan. | False |
| 20. Career planning is an ongoing process that begins with self-exploration and requires long-term goal setting and an understanding of an ever-changing job market. | True |

Character and Life Skills – Level 2

At this level, younger Explorers have discovered much about themselves but are still learning how to interact with the world and society around them. They will discover their own strengths and weaknesses, learn how to take charge of their own image, think outside the box, and start thinking about entering the workforce. These Explorers should also consider positions of leadership within their post to gain valuable experience leading a team.

BUYING A USED CAR

DESCRIPTION

Explorers will be introduced to things to consider when buying a used car, including mechanical condition and insurance costs.

CATEGORY

- Auto Technology

OBJECTIVES

By the end of this session, participants will be able to:

- Understand at least four considerations when buying a used car.

ADVISOR NOTE: While this activity does not directly involve auto technology, it could be a good break for the Explorers and give them insight into other aspects of car ownership.

SUPPLIES

- None; however, a used car dealer and local consultants or experts in the fields of auto body work, finance, insurance, and automotive mechanics will need to be invited to participate.

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Main Event

In advance of the meeting, arrange with a local used car dealer to visit his or her lot. Make sure there will be a designated employee present who can get access to the vehicles on the lot.

In addition, arrange to have a local car insurance broker, an expert in auto body repair, a local banker or consumer loan officer, and a reputable and knowledgeable automotive technician (if you choose not to do this yourself) onsite to work with the Explorers.

Tell the participants that they should wear two hats during this activity. Have them view this activity both as an individual buying a car and as an auto technician who might be asked to provide perspective on the car.

Meet at the car dealership and allow the Explorers to choose any car they wish to investigate. As the youth consider each vehicle, have your panel of experts contribute their opinions based upon their area of expertise. For example, the loan officer might discuss allowable loan limits based on industry standards or rates and terms of financing. The auto body expert might show the Explorers how to identify prior body damage or signs of previous accidents. The insurance broker might contribute the reasons why a certain car might cost more to insure than others. Encourage the Explorers to ask questions and discuss reasons why one car purchase may be wiser than another.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn about buying a car that you didn't know before?*
- *How is buying a car more or less complicated than you thought?*

Analysis Questions

- *Why might somebody choose to buy a car instead of repairing their current vehicle?*
- *How can you save your customers from having to buy another car?*

Generalization Questions

- *How can understanding the car buying experience help you better serve your customers?*
- *What subjects in school do you believe would help you be a better businessperson and a better consumer?*

ADVISOR'S PARTING THOUGHT

Share the following thought and then initiate a brief discussion among the Explorers.

Car dealers, like old-time horse traders, have often been accused of being less than honest in their business transactions. Consider the following quote from Albert Einstein: "Whoever is careless with the truth in small matters cannot be trusted with important matters."

How could you reflect honesty in your work as a technician, and what effect would that have on your success?

ADVISOR AND OFFICER REVIEW

After the meeting, address the following:

- Identify what was successful about the meeting.
- Identify what needed improvement.
- Schedule an officer and Advisor planning meeting to prepare for the next post meeting or activity.

COURAGE PART 1

DESCRIPTION

In this session, participants will explore the concept of courage, based on an essay describing an act of courage.

CATEGORY

- Character
- Positive Self-concept

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of courage as a personal characteristic.

SUPPLIES

- **Late-Blooming Courage** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Activity 1

Developing Courage

Pass out copies of **Late-Blooming Courage** to participants.

Have them read **Late-Blooming Courage**. After participants finish reading the essay, use the reflection questions below to make the point that courage is an essential part of success in life and in acquiring good habits.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *Why did people spend so much time simply watching as others drowned?*
- *Is it correct to call Lenny a hero? Why or why not?*

Analysis Questions

- *How is courage a trait of an effective leader?*
- *Was Lenny, the father of two small children, right to risk his life to save the woman?*
- *What are some ways students can demonstrate, and thus practice, the habit of courage?*
- *What are some everyday ways that students show their lack of courage?*
- *How might you use this in your potential career?*

- Generalization Questions
- *What is the difference between being very careful and being a coward?*
 - *What is the difference between being very courageous and being recklessly foolhardy?*
 - *How can courage be an important part of acquiring new habits?*
 - *How might you use this in life or in college?*
 - *Why is this important?*

RESOURCES

Activity 1

Late-Blooming Courage

Late-Blooming Courage

It was a cold, mid-January day in Washington, D.C. The year was 1982. Lenny Skutnik, a clerk in one of the Capitol's many government offices, was driving home in the icy rain near the 14th Street Bridge to his apartment in a nearby suburb. His thoughts of his wife and two young children and their recent Christmas were interrupted by a loud droning overhead. It was a plane, a commercial jet, and it was in trouble.

What Lenny saw was witnessed by two or three thousand other homeward-bound travelers. It was Florida Air Flight 90, a Boeing 737, which had just taken off from National Airport (now Reagan International) two miles to the south. Ice had built up on the wings, and as the plane struggled to gain altitude, it began to stall. Lenny and the others were transfixed as they witnessed the huge aircraft hang in the air and then settle a few hundred yards from the K Street Bridge in the middle of the ice-strewn Potomac River. They watched silently for several minutes before helicopters from the airfield arrived. Then the doors of the plane opened and passengers struggled out on the wings, many slipping into the frigid river. Because of the terrible weather and the number of people involved, the helicopter crews could do little.

Before their eyes, the stunned spectators looked on as people began to sink in the freezing water. A large crowd gathered at the river's edge and watched the tragedy, which eventually took 74 lives, unfold. Lenny focused particularly on one woman, a flight attendant, who had slipped off the plane and was too weak to swim. Startled out of the trance-like state that he and the other spectators were in, Lenny threw off his heavy coat and jumped into the river. Later Lenny reported that when he jumped he wasn't sure he could swim. While the other spectators watched, he made his way out toward the floundering woman and grabbed her just as she was sinking. Seeing this, the stunned crowd reacted, and many others did what Lenny had done—jumping in the water and attempting to save drowning passengers. Not only did Lenny's courageous act save the flight attendant's life, but his example also led to the rescue of several other passengers.

A few weeks later, at the annual State of the Union address before Congress and the rest of the nation on television, President Reagan stopped in mid-speech and turned to the gallery. Seated next to his wife, Nancy, was Lenny Skutnik. The president spoke movingly of Lenny's courage being in the nation's highest tradition.

In an interview shortly afterward, Lenny was asked what he was thinking about before he jumped into the Potomac. He said that, out of the blue, he remembered being on the track team in high school. He was the anchor in a four-man, 2-mile relay race. When he got the baton for the last leg of the race, his team was ahead. Halfway through his final lap, he was totally exhausted and stopped running. He remembered that his furious track coach had run up to him and yelled, "Skutnik, you're a quitter and you're gonna be a quitter all your life!" Lenny decided to change that, and he jumped in.

COURAGE PART 2

DESCRIPTION

In this session, participants will explore the characteristic of courage and its importance as a personal value.

CATEGORY

- Character
- Positive Self-concept

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of courage as a personal characteristic.
- Develop a plan for accomplishing a goal.

SUPPLIES

- **Overcoming Fear** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Ask: *What is the difference between courage and fearlessness?*

Share the following points as participants offer answers.

- Many people would define courage as being fearless—having the ability to do heroic deeds beyond the reach of the rest of us.
- Others have said courage is learning to act despite fears. Courage takes many forms in everyday life. Courage is making a speech despite a fear of being in front of people. It's telling the truth when our peers are pressuring us to lie. It's befriending someone whom everyone else has ridiculed or ostracized.

Activity 1

"I am Strong"

Ask for a volunteer to come to the front of the room and stand facing the other participants. The Advisor should stand facing the Explorer, slightly less than an arm's length away. After ascertaining that the Explorer has no problems with his or her arms, ask the Explorer to make a fist with either hand and then extend that arm out to the side. Ask the Explorer to resist with all of his or her strength as you try to push the outstretched arm down. Susan Jeffers, an author who challenged her readers to develop courage, has said she was never able to push a person's arm down.

Now ask the volunteer to close his or her eyes and repeat the following negative statement 10 times: "I am a weak and unworthy person." Tell the Explorer to do his or her best to "get into the feeling" of that statement. Then have the Explorer open his or her eyes and repeat the demonstration exactly as before. Remind the Explorer to resist with all of his or her strength. Jeffers has said she was always able to push the arm down.

Finally, ask the Explorer to close his or her eyes again and repeat the following positive statement 10 times: "I am a strong and worthy person." Then have the Explorer open his or her eyes and repeat the demonstration exactly as before. Remind the Explorer to resist with all his or her strength. This time, Jeffers has said, she was unable to push the arm down.

Let several Explorers try this demonstration.

Activity 2

Overcoming Fear

Give each Explorer a copy of the **Overcoming Fear** activity sheet. Explain to the Explorers that sometimes when we are scared of doing something or we postpone doing it, the reason may be that it just seems too large of a problem to handle. One technique that can help us face our fears is to divide that one big task into smaller steps and set realistic deadlines. As we move from one step to the next, we gain confidence in our ability to accomplish the tasks.

Ask the Explorers to think of a task that makes them anxious or fearful, or something that they have been postponing. Have them enter the goal in the box at the bottom of the activity sheet and write a date by which they plan to accomplish it. Then have them break that one task into six smaller steps—each with a deadline for completion. After Explorers have had sufficient time to complete the activity sheet, ask for volunteers to share their goal and the steps they will take to accomplish it.

Use the questions below to carry out a closing reflection.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- | | |
|--------------------------|--|
| Focusing Questions | <ul style="list-style-type: none">▪ <i>What do you think is the difference between being brave and being fearless?</i> |
| Analysis Questions | <ul style="list-style-type: none">▪ <i>How is courage an important characteristic for leaders?</i>▪ <i>How might you use this in your potential career?</i> |
| Generalization Questions | <ul style="list-style-type: none">▪ <i>What did you learn about yourself when you filled out the Overcoming Fear activity sheet?</i>▪ <i>What are some small ways that Explorers can practice the big habit of developing courage?</i>▪ <i>How might you use this in life or in college?</i>▪ <i>Why is this important?</i> |

RESOURCES

Activity 2

Overcoming Fear

GOAL:

DATE:

Overcoming Fear

Decide upon a task that is difficult for you to accomplish—one that makes you anxious or one that you have postponed doing. For example, your goal might be to make a public speech. Enter your goal in the box at the bottom of this page and the date by which you intend to have accomplished it. Then break that task into six smaller steps; for example, (1) deciding upon a topic for a speech, (2) finding books about the topic at the library, (3) taking notes, (4) making an outline, (5) writing the speech, and (6) practicing the speech. In the box for each step, write the date you intend to complete it.

STEP 1:

DATE:

STEP 2:

DATE:

STEP 3:

DATE:

STEP 4:

DATE:

STEP 5:

DATE:

STEP 6:

DATE:

ETHICS: WHAT WOULD YOU DO?

DESCRIPTION

Knowing and applying ethical standards are often two different experiences. Discussions and role play help move ethical decision-making from a set of good ideas to a set of actions.

CATEGORY

- Life Skills
- Ethics

OBJECTIVES

By the end of this session, participants will be able to:

- Describe examples of professional behavior standards.
- Describe how to resolve ethical issues in the workplace.

SUPPLIES

- Pen or pencil
- **What Would You Do?** activity sheet, one copy per person (see resources)
- **Ethics Journal** activity sheet, one copy per person (see resources)
- **Ethical Problem-Solving** summary sheet, one copy per person (see resources)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Ask the Explorers if they have ever had an ethical problem that was hard to resolve. Ask for volunteers to share their experiences. Remind the Explorers not to use anyone's real name.

Share the **Ethical Problem-Solving** summary sheet. Take a minute and have everyone read it.

Ask:

- *What makes a decision ethical?*
- *How could they use these steps to make a more ethical decision?*
- *Would it have been easier to resolve the problem using the steps?*

ACTIVITY 1

What Would You Do?

Pass out the **What Would You Do?** activity sheet. Ask the Explorers to follow the steps they have learned to resolve the ethical problem on the activity sheet. Tell the participants to write under each step how they have applied that step to the problem. After Explorers have had enough time to complete the activity sheet, lead a group discussion about the problem and their thoughts on a solution.

ACTIVITY 2

Ethics Journal

Pass out the **Ethics Journal** activity sheet. Explain to participants they are to record their thoughts about each question. Remind them there is not a right or wrong answer; they are simply to write what they think about each question. After they have had enough time to complete the activity sheet, ask for volunteers to share their thoughts.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to the post or your specific focus area.

REFLECTION

Focusing Questions

- *What are ethics?*
- *What are some ethical challenges you reflected on during today's activities?*

Analysis Questions

- *Why is it sometimes harder to come up with the "correct" answer to ethical problems?*

Generalization Questions

- *Can you see yourself using the steps of ethical problem-solving to answer questions?*
- *What do you learn by sharing your thoughts on ethical problem-solving with other people?*

RESOURCES

Ethical Problem-Solving

1. Identify the problem.
2. List all facts that affect your decision.
3. Identify people who would be affected by your decision.
4. Identify what each person would want you to do.
5. List at least three pros and cons for each option.
6. Choose the best, most ethical option.

Activity 1 What Would you Do?

Follow the directions for each step to make the best decision in resolving the ethical problem.

Your teacher gave you a take-home test that you were supposed to finish over the weekend. You spent the weekend at your friend's house and forgot about the test. When you get to class on Monday, you realize that you didn't finish your test. The person who sits in front of you has lost their test, but you find it under your chair. You know that you can erase their name, write yours on the test, and turn it in—and no one will know what you've done.

1. Identify the problem.

2. List all facts that affect your decision.
3. Identify people who would be affected by your decision.
4. Identify what each person would want you to do.
5. List at least three pros and cons for each option.
6. Choose the best, most ethical option.

Activity 2 **Ethics Journal**

Use the spaces below to journal your thoughts about each question. Explain why you chose your answer.

1. Is it ethical to cheat on a test or homework?
2. Is it ethical to tell your teacher if you know one of your friends cheated on a test?
3. Is it ethical to brainstorm ideas for a research paper with your friends?
4. Is it ethical to study for a test with a group of your friends?
5. Is it ethical to copy and paste paragraphs from an encyclopedia in your research paper, as long as you properly cite your source?

6. Can you come up with some additional questions as a group or individual?

EXPRESS YOURSELF

DESCRIPTION

This session focuses on the potential to be misunderstood in written and in spoken communications.

CATEGORY

- Life Skills
- Communication
- Interpersonal Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Distinguish between verbal and written communication.
- Evaluate their personal effectiveness as a communicator.
- Identify previous miscommunication experiences.

SUPPLIES

- **Express Yourself** activity sheet (one per participant)
- Pen or pencil

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Tell Explorers it is important for them to be able to communicate both verbally and in writing, no matter which style they prefer. Explain that there will be circumstances in school and in their careers where they will not be able to choose how they communicate.

Have Explorers complete the four questions on the **Express Yourself** activity sheet.

After participants have written their responses to the questions, place them in pairs. Have the partners share and explain their responses.

Gather together as a group and ask the participants to explain where answers were similar and where answers were different. Transition into the closing reflection.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How did the activity go?*
- *What did you learn from discussing different ways to express yourself?*

Analysis Questions

- *How might you work to ensure that no one misunderstands you?*

- *Which is easier to prevent—a misunderstanding in writing or in speaking?*
- *How might you use this in your potential career?*

Generalization Questions

- *How might you use this skill in life or in college?*
- *Why are effective communication skills important to master?*

RESOURCES

Express Yourself

Are you better at expressing yourself verbally or in writing? Provide examples of times you have used your preferred communication style.

Why do you think a person might be more comfortable expressing themselves either verbally or in writing?

Think of a time when someone misinterpreted what you said. Describe the situation.

Why do you think there was miscommunication? What could you have done differently to make yourself understood?

IDEA GENERATION

DESCRIPTION

In this session, participants will learn about idea generation, which is the process of constructing the idea, innovating the concept, developing the process, and bringing the concept to reality.

CATEGORY

- Business
- College and Career Prep

OBJECTIVES

By the end of this session, participants will be able to:

- Generate ideas using entrepreneurial thinking skills such as challenging assumptions, creating value, defining and communicating results, and forming and working in teams.

SUPPLIES

- Beach ball
- Flipchart or whiteboard (if available)
- Paper
- Markers
- Common everyday items (see Activity 2)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Opening Activity

Beach Ball Toss

The group's goal is to hit the beach ball 100 times in a row without it falling to the ground. In addition, each team member must hit the ball five times, but no one can hit it twice in a row. If the ball hits the ground or someone hits it twice in a row, the group must start over. The group may exceed 100 hits if that's what it takes to have everyone hit the ball five times.

ADVISOR NOTE: Each group will creatively determine the best process or method that will help them achieve the goal. It is valuable to let the group struggle with different methods so they can figure out among themselves what works best. There's no one best answer. Let the group work until the members have achieved the goal.

Activity 1

Generating Ideas

Ask Explorers to brainstorm products used today that are based on very simple ideas. List the products or items on a flipchart or whiteboard. Examples might include: Build-A-Bear, Pillow Pets, pizza scissors, scrunchies, Snuggies, or charity wristbands.

Allow time for Explorers to identify an existing value, or benefit, for each item listed on the flipchart. Using the information they share, initiate a discussion about generating ideas.

Activity 2

Reinvention

Place several common, everyday items on a table, such as:

- Folder
- Hair tie
- Eyeglass or sunglass case
- Plastic container with lid
- Empty water bottle
- Eraser

Divide participants into teams of two to four. Each team will choose a team name and then select one item from the table for which they will determine at least two new uses. The new uses may involve a slight alteration of the original product. For example, the color of the item may change or pieces of the item may be removed.

Have each team make a three-minute presentation to the larger group on the “new” items. The presentation should include a name for the new item; the purpose of the new item; the value, or benefit, created by the new item; and marketing strategies to ensure consumer acceptance.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- *What is the new value of an item that has been reinvented?*
- *How can a reinvented item that generates a new use lead to an entrepreneurial opportunity?*
- *Why did your team select the specific item for Activity 2?*
- *What process did the team implement to complete this task?*
- *What did you learn about innovation by completing this activity?*
- *How does innovation impact our daily lives?*
- *Why is this topic important?*

ADVISOR AND OFFICER REVIEW

After the meeting, address the following:

- Identify what was successful about the meeting.
- Identify what needed improvement.
- Schedule an officer and Advisor planning meeting to prepare for the next post meeting or activity.

INTERESTS AND APTITUDES

DESCRIPTION

In this session, participants will define and identify personal interests and aptitudes and relate those interests and aptitudes to possible future careers.

CATEGORY

- Character
- College and Career Prep

OBJECTIVES

By the end of this session, participants will be able to:

- Identify interests and aptitudes that could lead to a future career.

SUPPLIES

- **Zeroing in on My Interests** activity sheet—make a copy for each participant
- **Focusing on My Attitudes** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Share with Explorers the focus of today’s activities—self-identifying activities and interests to grow self-awareness and help them think about possible careers.

Activity 1

Zeroing in on My Interests

Give each Explorer a **Zeroing in on My Interests** activity sheet. Explain that this activity is one method of identifying interests. Ask Explorers to reflect on what they have done outside of school time during the last seven days. Then have them write down the things they did during their leisure time each day for the last week.

After Explorers have had sufficient time to list their leisure-time activities for all seven days, ask them to review their lists. Have them place a check mark by activities on the list that appear more than twice; these should be written under “Frequent Activities.” Then ask them to review their lists again and place a star by activities that appear more than four times. These should be listed under “Favorite Activities.” In groups of three or four, allow them to share their lists and brainstorm possible careers that are related to their interests. After a brief period of time, have a few volunteers share examples of their frequent activities, interests, and possible careers.

Activity 2

Focusing on My Aptitudes

Give each Explorer a **Focusing on My Aptitudes** activity sheet. Ask them to review the seven headings and circle the items they feel they do well in each area, filling in specifics as needed. Usually, participants need encouragement to identify areas in which they excel. After a sufficient period of time, ask Explorers to reflect on each topic and then list under “My Main Aptitudes” the ones that

they feel are their strongest. After they have finished, have them gather in groups of three or four to brainstorm occupations related to the main aptitudes of everyone in their group. Each Explorer should then list the occupations relevant to them under “Possible Careers” on their own worksheets. After a brief period of time, have a few volunteers share examples of their main aptitudes and possible careers.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What is the difference between attitudes and interests?*
- *How are they related to each other?*

Analysis Questions

- *What did you learn about your interests and how they might lead to a career?*
- *How might you use this in your potential career?*

Generalization Questions

- *Based on these activities, what lesson will you take away for yourself?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

Activity 1

Zeroing In on My Interests

ZEROING IN ON MY INTERESTS

Sunday:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Frequent Activities:	Favorite Activities:

Possible Occupations:

Activity 2
Focusing on My Aptitudes

FOCUSING ON MY APTITUDES

Which of the following are you good at? Circle all that you feel apply and write in any specifics. Then, after thinking about each, list the particular areas in which you are strongest under “My Main Aptitudes.”

Academic

- Reading (what?)
- Writing (stories, poems, essays, reports)
- Math (highest level studied)
- Biological sciences (biology, earth science, animals, plants)
- Physical sciences (chemistry, physics, geology, astronomy)
- Social sciences (psychology, anthropology, sociology)
- Humanities (history, literature, philosophy)
- Foreign language(s) (which?)

Arts

- Playing an instrument (which?) or singing
- Acting or storytelling
- Dancing, yoga, or martial arts
- Drawing, painting, sculpting
- Designing clothes, theatrical sets, posters, etc.
- Composing songs or music
- Crafts (sewing, scrapbooking, woodworking)

Interpersonal Skills

- Communicating verbally one on one
- Public speaking, oral reports, debating
- Being a leader
- Caring for children
- Caring for elders
- Making friends and/or being a friend
- Listening, empathizing, counseling
- Organizing and/or hosting parties or events

Miscellaneous

- Gardening or farm work
- Animal care or training (which animals?)
- Complex strategy games such as chess
- Food preparation and/or creating recipes

Computers and Technology

- Playing computer or video games
- Programming
- Designing web pages, blogs, or websites
- Using graphics software
- Using word processing software
- Using digital spreadsheets
- Researching on the internet
- Using social media, blogs, chat rooms, email, instant messaging
- Using electronic media
- Robotics (building robots or remote-controlled toys)

Sports

- Playing team sport(s) (which?)
- Running, swimming, cross country
- Wrestling, boxing, tennis, diving, gymnastics

Mechanics

- Repairing machines (cars, computers, appliances, etc.)
- Building models (what kinds?)
- Drawing or inventing machines, tools, buildings, vehicles
- Construction skills (carpentry, electrical, painting, etc.)
- Using tools (drill, sander, soldering iron, tractor, etc.)

My Main Aptitudes:

Possible Careers:

OVERCOMING WEAKNESSES

DESCRIPTION

Understanding personal strengths and weaknesses provides participants the opportunity to further develop their strengths and moderate their weaknesses.

CATEGORY

- Life Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Explain how weaknesses affect the workplace.
- Describe ways to turn weaknesses into strengths.

SUPPLIES

- **Weakness to Strength** activity sheet—make a copy for each participant
- **Analyzing my Weakness** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Weakness to Strength

Pass out the **Weakness to Strength** activity sheets to the Explorers. Tell Explorers to make a comment in each of the boxes, describing how they might turn a personal weakness into a strength.

When they are finished, ask: *What was the hardest part of the process?*

Use the following points to guide discussion:

- *Why is it important to first identify what your weaknesses are?*
- *How can these weaknesses have a negative impact in your relationship with others?*
- *What are some ways to turn the weaknesses into strengths?*
- *What can you do to start applying these changes?*
- *How can you become more open to constructive criticism?*
- *What does it take to remain motivated and work hard since change doesn't happen overnight?*

Activity 2

Analyzing My Weakness

Pass out the **Analyzing My Weakness** activity sheets to the Explorers. Have Explorers answer the three questions based on one of the weaknesses they identified with on the **Weakness to Strength** activity sheet. Use the responses provided to guide the reflection.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What will it take to help eliminate the weakness you identified?*

Analysis Questions

- *What is the hardest thing about making this change?*
- *How might you use this in your potential career?*

Generalization Questions

- *How could you help other people make changes similar to the one you identified for yourself?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

ACTIVITY SHEET WEAKNESS TO STRENGTH

Read the following weaknesses and use the space provided to write what you could do to turn those weaknesses into strengths.

Weakness	Strength
I am always running late.	
I wait until the last minute to do my homework.	
I failed an assignment instead of asking for help.	
My feelings are hurt when someone criticizes me.	
I sometimes lose my homework.	
I don't work well on group projects with my classmates.	
I sometimes have a bad attitude with my teachers and classmates.	
I often lose my temper.	
I have to do things my way.	
I give up when an assignment becomes too difficult.	
I am usually not open to doing things differently than what I normally do	

ACTIVITY SHEET
ANALYZING MY WEAKNESSES

I recognize this issue as weakness in working with others:

The weakness could be a problem in the workplace because:

I can work to improve this weakness by:

PERSONAL STRENGTHS

DESCRIPTION

This session focuses on identifying personal strengths and appreciating how they can help guide career decisions.

CATEGORY

- Life Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Use the results of the personal strength assessments to identify personal growth opportunities.
- Apply problem-solving skills and engage in decision-making related to personal growth opportunities.

SUPPLIES

- **Getting to Know Myself** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Share the following points with the Explorers:

- *Today we're going to look at some descriptions of feelings and some traits associated with them. Knowing these feelings and traits can help you discover your personal strengths. It can also help you identify areas you can improve in your life.*
- *We all believe certain things about ourselves. These beliefs help make us who we are or who we believe ourselves to be. Sometimes we feel we are great; sometimes we feel we aren't good at anything. This outlook can make us feel better or worse. We can put ourselves down or build ourselves up.*
- *We learn to label ourselves and others as we learn labels from people and the world around us. If we believe the labels, we often start to act in ways that make the label true. We need to be careful of labels, especially negative ones.*
- *You can always change negative traits to positive ones by recognizing them, working hard, and making positive changes.*

Activity 1

Getting to Know Myself

Pass out the **Getting to Know Myself** activity sheet and have the Explorers complete it. Ask them to respond to the questions, including the six summary questions. Allow five or six minutes for them to complete the activity sheet.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How do your interests (what you like to do) line up with your strengths (what you are good at)?*

Analysis Questions

- *What do some of your personality traits tell you about what you like to do now or what you might like to do in the future?*
- *How might you use this in your potential career?*

Generalization Questions

- *How can you use your summary responses to plan for action moving forward?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

**ACTIVITY SHEET
GETTING TO KNOW MYSELF**

Part 1. My Personal Strengths and Interests.

Given the following list of statements, respond by indicating whether each statement is “like me” or “unlike me.” Place an “X” in the appropriate column.

	Like Me	Unlike Me
I am shy.		
I am dependable.		
I am easy to like.		
I often worry		
I make up my mind easily.		
I like to talk in front of the class.		
I get upset easily.		
I often get discouraged at school.		
I am proud of my schoolwork.		
I am popular with my peers.		
My parents usually consider my feelings.		
I usually succeed in most things.		
My peers often pick on me.		
My parents expect too much of me.		
I am often proud of myself.		
I like to be alone.		
I would like to do better in school.		
At home, people often ignore me.		
I like to be called on in school.		
I am easy to persuade.		
I like to lead the group.		

Part 2. My Areas of Interest and Strength in School.

Given the following list of statements, respond by indicating whether each statement is “like me” or “unlike me.” Place an “X” in the appropriate column.

	Like Me	Unlike Me
I do well in reading.		
I like math.		
I do well in math.		
I like physical education.		
I do well in physical education.		
I like science.		
I do well in science.		
I like grammar and language arts.		
I do well in grammar and language arts.		
I like social studies (history and geography).		
I do well in social studies (history and geography).		
I like computers.		
I work well on computers.		

I like health.		
I do well in health.		
I like art.		
I do well in art		
I like music.		
I do well in music.		

Summary:

1. My personal interests and strengths are:

2. My interests and strengths in school are:

3. Something I am proud of myself for being able to do well is:

4. Something I wish I could do better is:

5. Something I want to accomplish in the next year is:

6. Something I want to accomplish before I graduate from high school is:

PERSONALITY PLUS

DESCRIPTION

Participants will take a simple personality assessment and gain insights into what the assessment may reveal about their comfort zone and preferences in a variety of areas.

CATEGORY

- Life Skills
- Self-Awareness
- Personality Traits

OBJECTIVES

By the end of this session, participants will be able to:

- Summarize different types of personalities as assessed by a simple survey instrument.
- Explain how this information can influence a variety of relationships.

SUPPLIES

- Computers with Internet access or smartphones
- Lion, Beaver, Otter, and Golden Retriever interpretation chart, found at <http://smalley.cc/images/Personality-Test.pdf>, one copy per participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and life.

ACTIVITY

Introduction

A personality assessment is a questionnaire designed to reveal something about your preferences, character, or psychological makeup. There are no right or wrong answers. The assessment simply identifies each of our individual preferences.

Personality assessments are used in many settings. Some can be used to form teams, some are used for career assessments. Today you're going to take a simple one to explore what the patterns of responses reveal about your personality preferences.

Lion, Beaver, Otter, and Golden Retriever Activity

Tell participants to go to this link: www.quotev.com/quiz/5946131/Lion-beaver-Otter-and-Golden-Retriever-Test. Have participants complete the assessment.

Before participants share their feedback, ensure that they understand that these categories are not rankings, nor are they in any sense good or bad. They are simply descriptive and may reveal something about where your comfort zone lies in certain settings.

Provide participants with The Smalley Institute's Lion, Beaver, Otter, and Golden Retriever interpretation chart found on the third page of the PDF found here: <http://smalley.cc/images/Personality-Test.pdf>. This is a reference and reminder of what participants learned from this experience.

ADVISOR NOTE

Some sample questions are below to help the participants get the most out of the session and make them think. The questions are designed to help the participants apply what they have learned

to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How did it go?*
- *What was your animal? Did the description capture your personality well? In what ways was it close? In what ways did it miss the mark?*

Analysis Questions

- *How could you use this information as part of finding a good fit in a job?*
- *How do you see your relationships with other people who have similar or different profiles?*

Generalization Questions

- *Do you think that personalities are fixed or are changeable? Why or why not?*
- *Why is it important to understand your personality preference?*
- *How can you use this information to your advantage in life? Give some practical examples. (If time allows, consider breaking up in to smaller groups and having the participants come up with examples of how they can use this information in a positive way in their daily lives and in planning for the future. Debrief as a larger group.)*

PREPARING FOR CAREER EXPLORATION

DESCRIPTION

This session is designed to help Explorers identify personal dispositions that may influence the type of career they may wish to pursue.

CATEGORY

- Life Skills
- Career Exploration

OBJECTIVES

By the end of this session, participants will be able to:

- Identify prior knowledge required to ask questions related to career exploration.
- Identify key questions related to career exploration.

SUPPLIES

- **Self-Survey** activity sheet, one copy per person (see resources)
- Pen or pencil

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Self-Survey

Pass out the **Self-Survey** activity sheet. Explain to the Explorers that this activity sheet will help them focus on what they hope to gain during this series about career exploration. Ask the Explorers to answer the questions as thoroughly as they can.

After the Explorers have had enough time to complete Survey 1, read the questions aloud and give participants opportunities to share their answers with the group. Do this process for Self-Survey 1, and then repeat the process for Self-Survey 2 after the first has been completely discussed.

Allow the participants a few minutes to discuss any career goals they have already set for themselves.

Discussion

Ask: How will knowing the career you are interested in pursuing help you to better understand the following topics?

- *Identifying your personal strengths*
- *Investigating different career options*
- *Looking for a job*
- *Learning how to interact and communicate with co-workers*
- *Setting goals now for your future career*
- *Learning appropriate behavior for the workplace*

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn by answering the questions about careers on the activity sheets?*
- *Do you have a better idea of the career you are interested in, or are you still considering many options?*

Analysis Questions

- *What is the most important question for you to ask right now about potential careers?*

Generalization Questions

- *How can the questions you ask today help you to make better decisions in the future?*

RESOURCES

Self-Survey 1

1. What types of careers are you interested in investigating?
2. Why do these careers interest you?
3. What do you hope to learn about these careers during this series?
4. What questions about careers do you have that you hope to get answered during this series?

Self-Survey 2

Read the following statements, and circle whether or not each statement applies to you.

I want to go to college after high school.	YES	NO
I want to go to vocational/technical or trade school.	YES	NO
I want to start working after high school.	YES	NO
I have family or friends encouraging me to attend college.	YES	NO
When I have a job, I want to work with my hands.	YES	NO
I want to work inside or in an office.	YES	NO
I want to work outside.	YES	NO
I want to work with people.	YES	NO

Do you have any hobbies or interests that could relate to a career that interests you?

Does anyone you know have a career that interests you? If so, what questions could you ask that person to learn more about the career?

RESUME WRITING

DESCRIPTION

Having a resume is the first step toward getting a job. This session provides an introduction to writing a resume.

CATEGORY

- Life Skills
- Resumes

OBJECTIVES

By the end of this session, participants will be able to:

- Produce a draft of a resume.

SUPPLIES

- Computers with word processing software, printer
- **Sample Resume** activity sheet
- **Personal Survey** activity sheet
- **Resume Template** activity sheet

ACTIVITY NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and life.

ACTIVITIES

Activity 1

Pass out the **Sample Resume** activity sheet.

Ask the following questions: *What does this resume tell you about the person who wrote it? What do you think the author did well? What might he do better? How did he communicate his skills well to a prospective employer?*

Activity 2

Pass out the **Personal Survey** activity sheet. Ask participants to answer questions about themselves and note that they will use that information to write their first resume. After they have had enough time to complete the activity sheet, begin the next activity.

Activity 3

Assign participants to computers and pass out the **Resume Template** activity sheet. Explain that they are going to use the information they wrote on the **Personal Survey** activity sheet to write their resume. Guide Explorers through the process of using the **Resume Template** activity sheet. After Explorer have had enough time to complete their resume, print them out and lead a discussion on what participants have learned about writing resumes.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How did it help to review a sample resume first?*
- *How did it help to write down your skills and experiences before writing the resume?*

Analysis Questions

- *What would you like to see more of in your resume?*
- *What sort of experiences can you take part in to help build your skills?*
- *What is the best way to make your resume stand out?*

Generalization Questions

- *Is a resume ever really finished? Why or why not?*
- *Why is this important?*

RESOURCES

ACTIVITY 1

Sample Resume

RESUME OF SCOTT MILLER

1515 Morgan Drive #62
Smallville, KS 66203
scott.miller@emailaddress.com
913-555-1938

OBJECTIVE

Outstanding student with experience in print and online journalism seeks opportunity to learn by doing while working with a communications, public relations, or publishing firm through a part-time job or summer internship.

EDUCATION

Completed three years at Smallville High School
Graduation date: May 2018
GPA 3.85/4.00; top 5% of class

EDUCATION

Technical writing; advanced composition; debate; video production; computer classes providing knowledge of word processing, desktop publishing, and Web software.

EXPERIENCE

Newspaper Staff Member, Smallville High School

- **August 2017–present.** Features editor of campus newspaper. Responsible for award-winning design.
- **August 2014–August 2017.** Newspaper staff member. Researched information for news articles using library and Web sources. Composed and edited informational articles, columns, editorials, and advertising copy.

Yearbook Committee Member, Smallville High School

- **August 2017–present.** Editor-in-chief of yearbook staff. Leader of design and publication teams from initial layout through finished product.
- **August 2014–August 2017.** Yearbook staff member. Experience taking photographs, designing layout, and writing captions and sidebars.

HONORS, AWARDS, AND MEMBERSHIPS

U.S. Media Association Scholarship Recipient

Scholarship based on academic achievement, community service, and campus participation and leadership in high school communications projects and studies.

2016 Best Secondary School Newspaper Design Winner

Midwest State Regional Communications Contest, sponsored by the Communication Department, State University.

High School Chapter of Future Communicators of America (FCA)

President, 2016–present; member, 2015–present

National Honor Society

Treasurer, 2016–present; member, 2015–present

Answer the following questions about yourself. This information will help you write your resume.

What is your name?

What is your address?

What is your phone number?

What is your email address?

Write two sentences describing yourself and the kind of job that interests you.

Where do you go to school? What are you studying or what skills have you gained?

Describe your skills and abilities.

List your extracurricular activities at school, such as clubs and athletics.

List any activities or organizations you participate in outside of school.

List any work or volunteer experience you may have.

List any awards or honors you have received.

ACTIVITY 3
Resume Template

[NAME]
[ADDRESS]
[CITY], [STATE] [ZIP] [PHONE]
[EMAIL]

Objective

[Describe yourself and the type of job you are interested in.]

Education

- List key courses and skills acquired
- List key courses and skills acquired

Skills

- List skills and abilities
- List skills and abilities
- List skills and abilities
- List skills and abilities

Extracurricular Activities

- List extracurricular activities in school
- List extracurricular activities in school
- List extracurricular activities in school

Organizations or Clubs

- List activities or organizations you participate in outside of school
- List activities or organizations you participate in outside of school
- List activities or organizations you participate in outside of school

Work or Volunteer Experience

[Name of Organization] [Dates]

[Job Title]

- [Duties]
- [Duties]
- [Duties]
- [Duties]

[Name of Organization] [Dates]

[Job Title]

- [Duties]
- [Duties]
- [Duties]
- [Duties]

Awards or Honors

- List award or honor

TIME MANAGEMENT

DESCRIPTION

In this session, Explorers will analyze their use of time after tracking their activities for three days.

CATEGORY

- Time Management

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of time management.
- Evaluate the use of their time over a three-day period.
- Describe how to manage their time more effectively.

SUPPLIES

- **Daily Activity Log** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Daily Activity Log

IMPORTANT NOTE: Share the **Daily Activity Log** activity sheet with Explorers at least one week in advance of the meeting where this topic will be discussed.

Gather Explorers after they have filled out their activity sheets and tell them: *Everyone has things they need to do each day. These can include going to school, doing chores, and sleeping, among many other things. There are only so many hours in a day, so it is necessary to be aware of those things we need to accomplish and how to get them done.*

Use the reflection questions below to lead a discussion regarding how the members of the post used their time as recorded on their **Daily Activity Log** activity sheets.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What took up most of your time?*
- *What took up the least amount of your time?*

Analysis Questions

- *In what ways were you surprised by what you learned?*
- *In what ways are you satisfied (or unsatisfied) with what you learned?*
- *What is a first step you might take to make a change?*
- *How might you use this in your potential career?*

Generalization Questions

- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

DAILY ACTIVITY LOG		
Day 1 Activities	Hours	Minutes
Get ready for school in the morning		
Travel to school		
Class activities		
Lunch		
Athletics or extracurricular activities at school		
Travel home from school		
Rest and relaxation		
Study and complete homework		
Complete chores at home		
Family time		
Talk with or text friends		
Watch videos or surf the Internet		
Watch TV		
Other activities outside of school		
Play games on computer or other device		
Tutoring or group studying		
Help others		
Dinner		
Rest and relaxation		
Sleep		
TOTAL TIME		
Day 2 Activities	Hours	Minutes
Get ready for school in the morning		
Travel to school		
Class activities		
Lunch		
Athletics or extracurricular activities at school		
Travel home from school		
Rest and relaxation		
Study and complete homework		
Complete chores at home		
Family time		

Talk with or text friends		
Watch videos or surf the Internet		
Watch TV		
Other activities outside of school		
Play games on computer or other device		
Tutoring or group studying		
Help others		
Dinner		
Rest and relaxation		
Sleep		
TOTAL TIME		
Day 3 Activities	Hours	Minutes
Get ready for school in the morning		
Travel to school		
Class activities		
Lunch		
Athletics or extracurricular activities at school		
Travel home from school		
Rest and relaxation		
Study and complete homework		
Complete chores at home		
Family time		
Talk with or text friends		
Watch videos or surf the Internet		
Watch TV		
Other activities outside of school		
Play games on computer or other device		
Tutoring or group studying		
Help others		
Dinner		
Rest and relaxation		
Sleep		
TOTAL TIME		
TOTAL TIME, DAY 1, 2, AND 3		

Use the questions below to help you analyze how you spent your time.

Total time

1. How many total hours are there in one full day?
2. How many total hours are there in three full days?

3. How many minutes are there in one full hour?
4. How many minutes are there in one full day?
5. How many total minutes are there in three full days?

In-school time

1. How much time was spent during day one for class activities?
2. How much time was spent during all three days for class activities?
3. How much time was spent studying and doing homework during all three days?

Studying and chores

1. How much time was spent studying at home during day one?
2. How much time was spent doing chores during day two?
3. How much time was spent studying and doing homework for your three days of record keeping?
4. What percentage of the three days was spent on studying and doing homework?

Leisure time

1. How much time was spent for leisure during day one?
2. What percentage of the three days was spent in leisure time?

Sleep time

1. How much time was spent for sleep on day two?
2. What percentage of the three days was spent sleeping?

Evaluate your use of time.

1. Over the three-day period, would you describe your amount of leisure time as “too much,” “just about right,” or “too little” for you? Explain why your time was allocated in this manner. Is there anything you can do to adjust your time to better work for you?
2. Over the three-day period, was there an area where you could have been more effective or more efficient? Could you do something to give yourself more time in areas that are more important or more fun? What kind of actions could you consider?
3. Describe the chores you completed at home.
4. How might doing chores at home prepare you for work in a future career?
5. After analyzing your time log, are there any activities that you think you spent too much or not enough time on?
6. Was there something you wanted to do but didn't have time for? If yes, what could you do differently to make more time for the things you want to do?
7. Did you make any changes to your routine during the three days? If so, explain.

8. Some of the items in the chart are things that have to be done on a daily basis but that you really can't change much. For those items you can control, what could you do differently to have a better balance or achieve your goals?

9. What have you learned about your routine and how you spend your time? Were you surprised by the results of your time log?

TOMORROW'S JOBS

DESCRIPTION

Knowing what types of jobs are projected to grow helps participants prepare for the future.

CATEGORY

- Life Skills
- Career and Workplace

OBJECTIVES

By the end of this session, participants will be able to:

- Identify career areas that are expanding.
- Research preparation needed for the next generation of jobs.
- Use the salary of one of these occupations to create a budget.

SUPPLIES

- **Highest Anticipated Job Growth** activity sheet
- **Monthly Budget** activity sheet
- Pen or pencil

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Tell Explorers: *Employment is expected to increase but will not be evenly distributed across all occupational groups. Changes in consumer demand, technology, and other factors will contribute to the change.*

Note for Explorers that many of the occupations on the **Highest Anticipated Job Growth** activity sheet are related to health care. Say: *Health care is experiencing rapid growth, due in large part to the aging of baby boomers and Generation X. As health care costs continue to rise, work is increasingly being delegated to lower-paid workers in order to cut costs. Tasks that were previously performed by doctors, nurses, dentists, or other health care professionals are increasingly being performed by physician assistants, medical assistants, dental hygienists, and physical therapist aides.*

Emphasize that post-secondary education continues to be a priority. Of the 16 fastest growing occupations, 14 require an associate degree or higher.

Activity 1

Pass out the **Highest Anticipated Job Growth** activity sheet. Explain that this activity sheet will give participants an idea of jobs projected to have rapid growth in the next decade. Ask the youth to read the chart and share with the group one or two jobs they are interested in learning more about.

Activity 2

Say: *Now that you've selected one or two jobs you'd like to find out more about, let's do a little preliminary research.* Have youth use their digital devices to do a quick search on the educational requirements for those jobs. Then have them do a quick search to see what they can find about out

about those jobs. Say: *Find three things about that type of job, both things that might appeal to you and things that don't appeal to you.* Then have them share that with the rest of the group.

Activity 3

Distribute the **Monthly Budget** activity sheet. Ask participants to complete the sheet to the best of their ability. Then have them compare their monthly expenses to their anticipated monthly income and determine if their selected job can support the lifestyle they want.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What was the most surprising thing you learned?*
- *After your initial research, does that type of job still interest you? Why or why not?*

Analysis Questions

- *How did the education requirements influence your choice of career for today's discussion?*
- *Why do you think some of these careers are growing so rapidly?*
- *Do you think that these changes will be permanent or only temporary? Why?*

Generalization Questions

- *What did creating a sample budget tell you about your career choice?*
- *Why is this important?*
- *With what you know so far, could you imagine doing this type of job as a career?*
- *What additional types of information would you need to find out about the job before you would know it's something you want to pursue?*

ACTIVITY 1**Highest Anticipated Job Growth****ACTIVITY SHEET
HIGHEST ANTICIPATED JOB GROWTH (2014–2024)**

OCCUPATION	PERCENT CHANGE	2014 MEDIAN PAY	EDUCATION
Wind turbine service technicians	108%	\$ 48,800	Some college
Occupational therapy assistants	43%	\$ 56,950	Associate degree
Physical therapist assistants	41%	\$ 54,410	Associate degree
Physical therapist aides	39%	\$ 24,650	Associate degree
Home health aides	38%	\$ 21,380	No formal credential
Nurse practitioners	35%	\$ 95,350	Master's degree
Physical therapists	34%	\$ 82,390	Doctoral or professional degree
Statisticians	34%	\$ 79,990	Master's degree
Occupational therapy aides	31%	\$ 26,550	Associate degree
Physician assistants	30%	\$ 95,820	Bachelor's degree
Operations research analysts	30%	\$ 76,660	Bachelor's degree
Cartographers	29%	\$ 60,930	Bachelor's degree
Genetic counselors	29%	\$ 67,500	Master's degree
Interpreters and translators	29%	\$ 43,590	Bachelor's degree
Audiologists	29%	\$ 73,060	Doctoral or professional degree
Optometrists	27%	\$ 101,410	Doctoral or professional degree

Data from U.S. Bureau of Labor Statistics, www.bls.gov/ooh/fastest-growing.htm

ACTIVITY 3
Monthly Budget

ACTIVITY SHEET MONTHLY BUDGET	
Expense	Amount
Books, magazines, newspapers	
Cable/satellite television	
Car insurance	
Car payment	
Cellphone	
Charitable donations	
Child care	
Clothing	
Dental care	
Dining out	
DVDs and CDs	
Electricity and gas	
Garbage and recycling	
Gasoline	
Gifts	
Groceries	
Health club	
Health insurance	
Homeowner's/renter's insurance	
Household furnishings	
Life insurance	
Membership fees	
Miscellaneous	
Movies and video rentals	
Music downloads	
Online/Internet service	
Other entertainment and leisure	
Other utilities/bills	
Payroll taxes	
Pet supplies and medical care	
Public transportation	
Rent or house payment	
Sporting events	
Travel	
Water and sewer	
Total Expenses	

Take your yearly salary and divide by 12. This is your monthly income before any taxes or expenses are taken out. List your monthly income below.

Monthly income _____

Monthly expenses (use the total from chart) _____

Balance (subtract expenses from income) _____

If your balance is a negative number, then you spent more money than you earned!

Character and Life Skills – Level 3

Level 3 is the point at which Explorers begin to show maturity about themselves, their fellow Explorers or students, and how to set priorities for their own future. These Explorers are starting to demonstrate the capacity for leadership and can consider getting involved in the Exploring program at a wider perspective. These Explorers would benefit from completing the Exploring Leadership Development Workshop Series and learn about getting involved in the Exploring Officers Association.

COMPUTER SCIENCE CAREER CHALLENGE

DESCRIPTION

This session introduces Explorers to the wide array of computer science jobs, programming languages and education requirements through a web-based Jeopardy-style game format.

CATEGORY

- Exploring: Engineering & Technology, Science
- iTech Exploring: Code.org
- Life Skills: College & Career Prep, Computer Literacy
- US Department of Education: Information Technology, STEM

OBJECTIVES

By the end of this session, participants will be able to:

- List 5-9 careers within the computer science industry
- Identify 5-10 computer programming languages
- Understand training and education requirements for a career in computer science

SUPPLIES

- Computer with internet access, projector, and screen
- 2-4 game buzzers, one per team

PREPARATION

- Connect to the web-based Computer Science Career Challenge game by clicking www.playfactile.com/exploringresources
- The game host should familiarize himself or herself with the web-based Jeopardy-style game, particularly the scoring process, before starting the game with Explorers.
- OPTIONAL: Secure prizes for the winning team(s)
- Set up room with computer, projector, screen, team tables and team buzzers.
- Allow Explorers to study these notes before playing the game:
 - www.computerscience.org/resources/computer-programming-languages
 - www.computerscience.org/careers

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Reminder: Any time you use an outside source, be sure you follow the content owner's or website's permission requirements and guidelines.

Introduction

This is an introduction to the wide array of computer science jobs, programming languages and education and training requirements.

Activity

Computer Science Career Challenge

- Divide Explorers into two to four teams.

- Designate a game host (who will click questions and scores on the web-based game) and a time keeper. Both of these roles should be filled by adult leaders or tenured Explorers.
- Determine whether or not you will allow Explorers to use smartphones to search for answers during the game.
- Explain the following rules of the game:
 1. *Each team should select an announcer. This person will announce their team's final answer for each question.*
 2. *Each team will have 10 seconds to decide on their final answer. Only the announcer's verbal answer will be counted.*
 3. *You ARE/ARE NOT allowed to use your smartphones to research answers during the game.*

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *Do you know anyone who works in the computer science industry? What type of work does this person do?*
- *What did you learn during the game?*

Analysis Questions

- *What does the design process have to do with computer science careers?*

Generalization Questions

- *What can you do now, during your time as a student, to prepare yourself for a career in computer programming?*

ADVISOR AND OFFICER REVIEW

After the meeting, address the following:

- Identify what was successful about the meeting.
- Identify what needed improvement.
- Schedule an officer and Advisor planning meeting to prepare for the next post meeting or activity.

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DEALING WITH DIFFICULT CO-WORKERS

DESCRIPTION

This session provides an opportunity to brainstorm and problem-solve situations involving difficult co-workers.

CATEGORY

- Life Skills
- Communications
- Interpersonal Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Identify strategies regarding how to interact with difficult co-workers.
- Formulate plans to handle difficult co-workers.

SUPPLIES

- **Handling a Difficult Situation** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Ask Explorers the following questions:

- *Have you ever had to deal with a difficult person at school or on a project?*
- *What happens when someone is hard to work with?*
- *What should you do when someone is difficult to work with?*

After soliciting answers, share these guidelines for working with difficult people.

- Forgive the co-worker if he or she did something to hurt you.
- Decide if it is really important for the co-worker to know you are right.
- Don't respond if someone says something negative.
- Don't talk with a co-worker about your negative feelings for another co-worker.
- Don't react negatively or with anger in the heat of the moment.
- Try to understand how your co-worker feels.
- Try to understand how other people see your actions.
- Look for lessons to be learned through the conflict.
- Ask yourself what the worst-case scenario is if you do or do not respond.
- Avoid heated discussions or raising your voice.
- Step outside or close your office door for a few minutes to calm down.
- Be nice to someone, even if he or she isn't nice to you.

Activity 1

Handling a Difficult Situation

Distribute the **Handling a Difficult Situation** activity sheet. Ask the Explorers to work with a partner and come up with a constructive solution to each of the scenarios presented on the activity sheet. When Explorers are finished, gather together the larger group and discuss the questions below.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- Focusing Questions
- *What is the most important point in the guidelines in your opinion?*
- Analysis Questions
- *What is the value in brainstorming solutions to the difficult situations described on the activity sheet?*
 - *How might you use this in your potential career?*
- Generalization Questions
- *How are the decisions you make in these situations evidence of your character?*
 - *How does solving a problem like those described today provide an opportunity to demonstrate leadership?*
 - *How might you use this in life or in college?*
 - *Why is this important?*

RESOURCES

HANDLING A DIFFICULT SITUATION

Guidelines for working with others:

- Forgive the co-worker if he or she did something to hurt you.
- Decide if it is really important for the co-worker to know you are right.
- Don't respond if someone says something negative.
- Don't talk with a co-worker about your negative feelings for another co-worker.
- Don't react negatively or with anger in the heat of the moment.
- Try to understand how your co-worker feels.
- Try to understand how other people see your actions.
- Look for lessons to be learned through the conflict.
- Ask yourself what the worst-case scenario is if you do or do not respond.
- Avoid heated discussions or raising your voice.
- Step outside or close your office door for a few minutes to calm down.
- Be nice to someone, even if he or she isn't nice to you.

Part 1. Handling a Difficult Situation

Read the following scenarios and discuss with your partner what the individual should have done differently.

John works in a cubicle between Claire and Kate, who are best friends. Whenever Claire or Kate wants to say something to the other, instead of getting up and going to the other person's cubicle, they raise their voice and talk back and forth from their own cubicles. One day while they were talking back and forth, John became frustrated because he couldn't concentrate on his work. He stood up and said, "You two need to shut up because some people are trying to work."

What should John have done differently?

Richard leaves his cellphone on his desk during the day. He keeps the ring tone volume turned up all the way so he can hear it ring if he is away from his desk. One day he left it on his desk while he went to lunch. Jacob is in the cubicle next to Richard, and every few minutes while Richard was at lunch, his cellphone rang and Jacob had to listen to the ringtone play over and over because Richard wasn't there to answer it. Finally, Jacob had enough, and he walked over to Richard's desk and took the battery out of the cellphone.

What should Jacob have done differently?

Part 2. What Would You Do?

Read the following scenarios and discuss with your partner what you would do to resolve the conflict.

Every morning when you are beginning to work, your co-worker Juliet comes to sit in your cubicle with you. Even though you are trying to respond to emails and return phone messages, Juliet spends at least 30 minutes telling you about everything she did the night before. Lately, you have noticed your boss

watching the two of you every morning and you are afraid of getting in trouble for talking too much during work.

How would you use the strategies you learned today to resolve the situation?

Your cubicle is next to Miles. During the afternoon while you are trying to work, he listens to music through his computer speakers. At first you didn't mind because the music wasn't very loud. But lately he has been playing the music louder, and some of the music has offensive lyrics.

How would you use the strategies you learned today to resolve the situation?

DISCOVER YOUR FUTURE

DESCRIPTION

- Investigating education requirements and identifying areas of interest and personal ability are important first steps in establishing a pathway to a career.

CATEGORY

- Life Skills
- Career Exploration
- Discovering Your Future

OBJECTIVES

By the end of this session, participants will be able to:

- Use occupations and career clusters to identify possible careers.
- Recognize the relationship between school-related learning experiences and preparation for future careers and job opportunities.

SUPPLIES

- Computers with Internet access
- **Career Cluster Research** activity sheet (see resources)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY 1

Career Cluster Research

Have participants log into the following website: www.careertech.org/career-clusters. Explain that they are to research each career cluster listed on their **Career Cluster Research** activity sheet. They may either summarize the career cluster in their own words or list jobs they think would fit into that career cluster. Tell them to make brief notes on the level of education or type of education required to participate in these careers. Have the Explorers list the two career clusters that most interest them.

ACTIVITY 2

Advisor-Led Discussion

Ask Explorers to share what they learned during their research and encourage Explorers to reference their **Career Cluster Research** activity sheet to guide their answers. Important points to emphasize include:

- All work has value.
- Careers and job choices should be made on the basis of the individual's strong personal interests and abilities.
 - Explorers should be advised that research findings have determined that adults are most successful in careers and jobs where they are happy doing the work.
- In addition to emphasizing personal interests as the driving factor in career and job choices, participants should be advised about being realistic in the selection of their future career or job. It is important to emphasize that participants should give consideration to more than simply an interest in a single subject or area in making a career choice.

- Further, participants should be advised that many careers that seem glamorous—such as those of a rock star, professional athlete, model, movie star, hip hop performer, or basketball or football star—are extremely difficult to attain. Explorers should be advised that the chances of getting these glamorous jobs are very slim because of the rare combination of opportunity and physical attributes that result in such rare accomplishments.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How did it go? What were some of your findings?*
- *What are your personal interests for a job?*
- *What kind of work do you think you would like to do?*
- *What do you enjoy spending your time doing?*
- *In what areas do you consider yourself talented?*
- *Do you have talents or areas of strength that your parents or other adults have noticed or commended?*

Analysis Questions

- *Why is it helpful to look into multiple careers at this point in your life?*
- *How do your skills and interests align with the careers you learned about today?*

Generalization Questions

- *What can you do now to prepare for careers ahead?*
- *What is the appeal of some glamorous jobs? What makes them so difficult to achieve?*
- *Why is this important as you prepare for the next steps in your future?*

RESOURCES

ACTIVITY 1 CAREER CLUSTER RESEARCH

Visit www.careertech.org/career-clusters.

Use the Career Cluster Frame on each cluster's page to find information for the chart below, including:

- Career options—possible careers within a cluster
- Pathway—academic preparation needed

Identify at least two clusters that you would like to know more about.

CLUSTER	CAREER OPTIONS	PATHWAY	For me? Yes/No
Agriculture, Food, and Natural Resources			
Architecture and Construction			
Arts, A/V Technology, and Communications			
Business Management and Administration			
Education and Training			
Finance			
Government and Public Administration			
Health Science			
Hospitality and Tourism			
Human Services			
Information Technology			
Law, Public Safety, Corrections, and Security			
Manufacturing			
Marketing			
Science, Technology, Engineering, and Mathematics			
Transportation, Distribution, and Logistics			

DRESS FOR SUCCESS

DESCRIPTION

Knowing the appropriate clothing for the job will help you “dress for success.”

CATEGORY

- Life Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Compare types of dress codes.
- Distinguish between appropriate and inappropriate dress for the workplace.

SUPPLIES

- **Dress Codes** activity sheet
- **Poor Clothing Choices** activity sheet

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and life

ACTIVITY

Ask participants: *What does the expression “dress for success” mean to you?*

Say: Each workplace is unique in its dress code. Depending on the specific dress code for a company’s environment, employees will need to follow the code for business professional, business casual, or casual.

Share the **Dress Codes** activity sheet. Ask: *When and where do you think the clothing pictured here might be worn?*

As Explorers generate responses, build upon their comments with the following points.

Tell participants: *Business professional dress is at the highest level of the dress code. It is conservative, usually a dark business suit, dress shirt with a tie, and dress shoes. For women, it is a suit with a skirt or pants, hose, and closed-toe shoes with a heel. A dress is also acceptable.*

Business casual is the most common dress code you will see. Clothing should be conservative and nice. Button-down shirts, pants, blouses, sport coats, and skirts are appropriate. Business casual shoes do not include athletic shoes or flip-flops.

Casual wear is the most difficult dress code to understand. It should still be work appropriate, which means neat and conservative. Jeans are OK with polo shirts or button-downs. A T-shirt may be acceptable if it is in good condition and does not have a slogan or ad on it.

Skirts should be knee-length or longer. Hats are not appropriate in the workplace.

Note that clothing is not really good or bad, but people need to make good choices for professional settings. A short skirt might be perfect for a party and athletic shorts might be fine for a barbecue, but neither is appropriate for most places of business.

Share the **Poor Clothing Choices** activity sheet.

Ask participants to comment on where the articles of clothing shown on the activity sheet can be worn without concern and why they might not be appropriate for a work setting.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- | | |
|--------------------------|--|
| Focusing Questions | ▪ <i>What are some thoughts you now have about your own wardrobe?</i> |
| Analysis Questions | ▪ <i>Your employer is going to be older than you and is more likely to have more conservative taste in clothing. How will you use that knowledge to make sound choices when selecting clothing for a work setting?</i> |
| Generalization Questions | ▪ <i>What is the worst thing that can happen if you dress inappropriately for a job or a job interview?</i>
▪ <i>What are some positive things that can happen from dressing appropriately?</i>
▪ <i>What does the expression “dress for the job you want to have” mean as a part of today’s discussion?</i>
▪ <i>Why is having a working knowledge of good clothing choices important?</i> |

RESOURCES

**ACTIVITY SHEET
DRESS CODES**

BUSINESS PROFESSIONAL



BUSINESS CASUAL



CASUAL



**ACTIVITY SHEET
POOR CLOTHING CHOICES**

For each of the pictures below, identify what makes it a poor clothing choice for a business setting.



INTRO TO INNOVATION

DESCRIPTION

Explorers will be introduced to the two-part process of innovation - ideation and exploration.

CATEGORIES

- Exploring: Engineering & Technology, Business
- iTech Exploring: Required
- Life Skills: Computer Literacy, Communication, Higher Order Thinking, Leadership, Team Building
- US Dept of Education: Information Technology, STEM

AGE APPROPRIATENESS

- Exploring Posts (14-20 years old)
- Exploring Clubs (10-14 years old)

OBJECTIVES

By the end of this session, participants will be able to:

- Identify a local, national or global need
- Understand what it means to create value
- Explain the importance of ideation and exploration
- Understand how to disprove an idea
- Practice learning to adapt quickly and efficiently
- Understanding the importance of an adaptable mindset and viewing change as growth

SUPPLIES

- **TV, Computer or Projector with internet connection** (one per class)
- **The Innovation Framework Handout** (use as a reference)
- **The Idea Validation Checklist Handout** (one per group)
- **Ideation Flashcards Handout** (one per class)
- **Exploration Flashcards Handout** (one per class)
- [Start with Why YouTube video \(one per class\)](#)

LEADER NOTE: Text in italics should be read aloud to participants. As you engage your unit (post or club) in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1 | First Day Survey

Explorers and leaders should complete their corresponding First Day Surveys online (links below) to understand their interests and skill level prior to starting the iTech post.

NOTE: There is also a Last Day Survey that should be submitted online after the completion of the IDC.

[Explorer First Day Survey](#)

[Leader First Day Survey](#)

Activity 2 | Start With Why

Explorers will receive an introduction to the process of Innovation. In this approach, a team of individuals works together to identify opportunities for creating value (ideas), and works together to evaluate which, if any, of those ideas hold potential to create benefit for society. Teams will find that their original ideas are a starting point and allow them to further explore potential ideas. By exploring their ideas in more detail, Explorers will finalize an idea that makes sense to pursue.

Say: What does it mean to create value for your community? How do we know that an idea will solve a problem?

Discuss what value means with Explorers. We often think of creating value as solving a problem. We should evaluate the value of an idea based on its ability to create social or economic value. This means that we consider the costs and benefits of a proposed idea for solving the problem. It's also important to think about the other options for solving the same problem.

Watch the short video "[Start with Why](#)" by Simon Sinek. If you don't have access to YouTube or a projector, Explorers can watch individually on their smartphone.

Say: Think about a problem in your life that you would like to solve. Discuss with a partner and brainstorm some solutions. How can you use the process in the video to generate stronger solutions?

Activity 3 | Ideation and Exploration

LEADER NOTE

To prepare for this activity print and cut both the **Ideation Flashcards** and **Exploration Flashcards** handouts.

Say: Innovation requires three distinct steps: Ideation, Exploration and Implementation. Which two of the three steps make up innovation? And which of the two innovation steps occurs first?

Say: Only ideation and exploration are part of the innovation process, and ideation occurs before exploration. We will only cover these two steps today.

Reference the **Innovation Framework** chart for more detail.

Ask for six Explorers to volunteer to hold each flashcard and stand in front of the class. These are the three steps to ideation and the three steps to exploration. Do not tell the Explorers which step comes first. Have the group arrange the six volunteers in the correct order before the leader gives the correct answer (see below).

Ideation involves three steps:

1. Identify an idea (e.g. what might we do?)
2. Determine if the idea has the potential to create meaningful value
3. Identify what would have to be true for the idea to create that value (i.e. assumptions).

Exploration involves three steps:

1. Identify opportunities to disprove the idea (called 'challenges')
2. Rank the challenges to determine which challenge creates the most value
3. Execute and research the challenges.

Say: What does 'Ideation' mean? How do you think you will use 'Exploration' to solve a problem?

Activity 4 | Ideate and Explore Your Idea

Say: With a partner, go through the three steps of Ideation. Identify an idea that solves a social problem and determine if it will create meaningful value.

Say: What assumptions are you making about your solution?

During Exploration, you will research each challenge until one proves that the idea is unworkable. When a challenge proves the idea is unworkable, the team can discard the idea and move onto the next idea or modify their idea. Explorers are learning to adapt through this process and quickly move to a successful idea.

Either way, the processes starts from the beginning. The process ends when all challenges for an idea are reviewed and the idea still seems to make sense. This is an adaptable mindset and leads to success!

Say: Why should we view change as a positive thing? What do we learning from adapting quickly?

Say: With your partner, create a list of challenges to your idea. What challenges will disprove your idea? What will prevent your idea from being successful?

Say: Rank your challenges based on the most likely to disprove their idea to least likely.

After Explorers have ranked their challenges, they will reference the **Idea Validation Checklist** and answer the questions. This guide will help Explorers to determine if their idea is worth pursuing. If they are unsure of the answer, they should spend time researching or brainstorming.

If Explorers still have difficulty in answering the questions, they should choose a new idea and repeat the Exploration process.

Once Explorers finalize an idea, they should write 2 – 3 sentences explaining their idea in more detail.

LEADER NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your unit or specific focus area.

REFLECTION

- *What does it mean to create value for your community (local, national or global)?*
- *Why is it important to go through the steps in Ideation and Exploration?*
- *What did you learn during the Exploration process? How did your ideas change during the Exploration phase?*
- *Choose a current product or service available today on the market. How does it provide value to you and/or your community?*
- *What does it mean to have an adaptable mindset? What do you think would happen to your idea if you didn't adjust and change frequently?*

Content for this session provided by John Evans and Kiwi Compute (www.kiwicompute.com).

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RESOURCES

Activity 3 – Ideation Flashcards

Identify an idea
(what might we do?)

**What assumptions
must be true for the
idea to create value?**

**Does the idea
have potential to
create value?**

**Identify
opportunities to
challenge the idea**

**Rank challenges to
determine which
create the most
value**

**Execute and
research the
challenges.**

Activity 3 – The Innovation Framework

Components of the Systematic Insight™
Innovation Framework

Ideation

- (1) Vision: What might we do?
- (2) Value: Will the idea create meaningful value?
- (3) Assumptions: What would have to be true for the idea to create meaningful value?

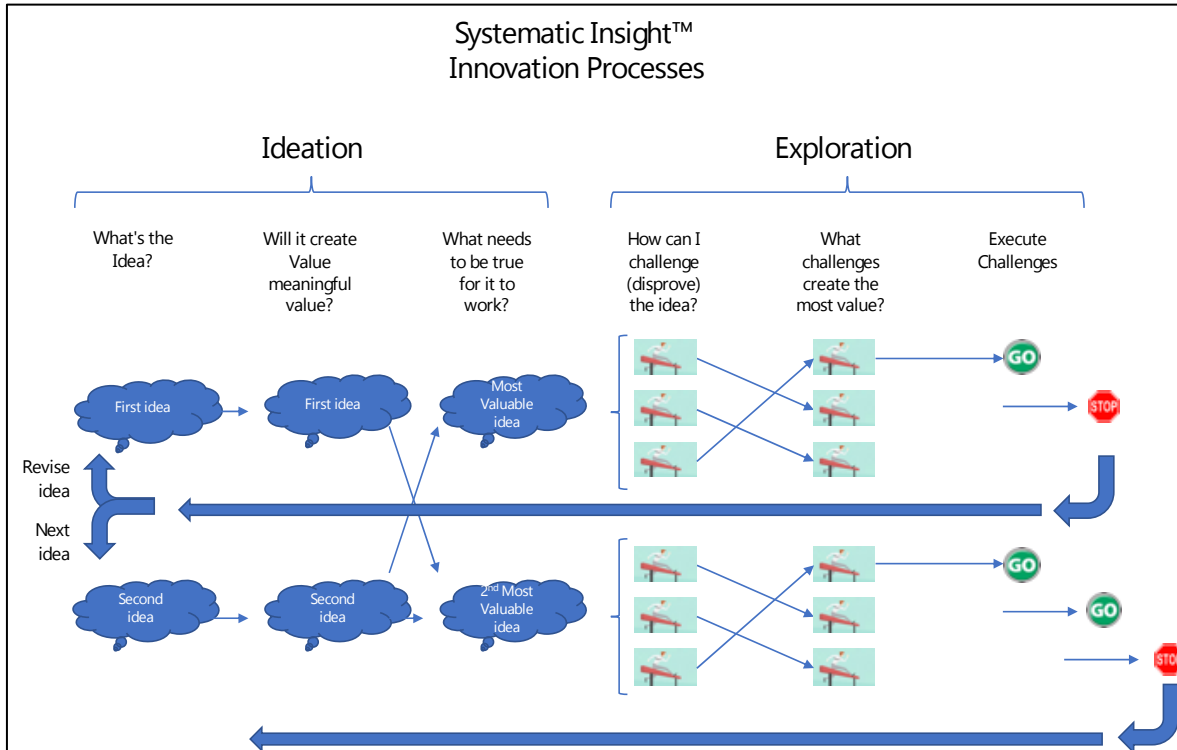
Exploration

- (1) Challenge List: How could we disprove the idea?
- (2) Challenge Ranking: Which challenge creates the most value?
- (3) Challenge Execution

Implementation

(not part of innovation processes)

Implementation is not part of the innovation processes. It serves to ‘capture’ value, not ‘create’ value. If you have an idea that is fully developed and that you know it will work, then the value from that idea is created. To get the value, you could sell your knowledge about the idea to someone or you could implement the idea. You are deciding how to receive the value. However, once the uncertainty surrounding the idea is eliminated (the goal of Exploration), the value of the idea is created.



Activity 4 – The Idea Validation Checklist

Answer the below questions. You may need to research some of the questions online. If you still struggle to answer any of the questions, you may need to go back to the Ideation phase.

- (1) Does this idea already exist in the marketplace?

- (2) What competitors currently exist? Are there any? If yes, how is your idea different and better?

- (3) Does this idea meet a need or solve a problem?

(4) Does this idea take advantage of a new opportunity? What makes this ideal unique?

(5) What is the biggest limitation to your idea?

(6) How will this idea make money?

(7) Who will buy this product?

(8) Do you have experience in this area? What makes you the right person to tackle this idea?

JOB EXPLORATION

DESCRIPTION

The experience and insight of those who are in the workforce can be very beneficial to those wanting to follow in their footsteps or take a similar path.

CATEGORY

- Life Skills
- Career Decisions
- Interviewing
- Communication

OBJECTIVES

By the end of this session, participants will be able to:

- Demonstrate effective communication skills through interviewing an adult about his or her career.

SUPPLIES

- Guests, invited to participate in career interviews
- **Interview Questions** activity sheet, one copy per participant (see resources)
- Thank you cards for guests

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Depending on the number of guests and the size of the post, this may take longer than most activities. Plan accordingly.

Arrange for guests to arrive shortly after the starting time for the post meeting. Before the guests arrive, provide Explorers with copies of the **Interview Questions** activity sheet. Allow them to review the questions and add one or two of their choice.

Career Interviews

Welcome guests to the post meeting. Be sure to have several guests who represent a variety of career choices of interest to the Explorers. Introduce the guests to the members of the post.

Tell the Explorers to conduct an interview with the guest discussing these items:

- What does the guest currently do in his or her job?
- What career choices did the guest make, and what path did he or she take to reach that position?

Have Explorers use as a guideline the **Interview Questions** activity sheet as well as the questions they personally added. The interview may be conducted as a panel discussion. It would be appropriate to have the post president moderate the questions and answers.

Invite the guests to participate also in the reflection discussion afterward. They may have additional insights to share that would benefit the members of the post.

If resources are available, modest refreshments would be an appropriate way to close the meeting. When the meeting is closing or at an appropriate time, have all participants sign a thank you card to mail after the meeting to thank the guest for coming.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- | | |
|--------------------------|--|
| Focusing Questions | <ul style="list-style-type: none">▪ <i>How did it go?</i>▪ <i>Did any guests on the panel have similar answers to any of the questions they were asked?</i> |
| Analysis Questions | <ul style="list-style-type: none">▪ <i>What was the most important thing you learned from the interview panel?</i> |
| Generalization Questions | <ul style="list-style-type: none">▪ <i>What advice will you use as you make decisions regarding your career choices?</i>▪ <i>Why is this important?</i> |

RESOURCES

**ACTIVITY SHEET
INTERVIEW QUESTIONS**

1. What do you do in your job today?
2. How did you choose your career?
3. Why did you choose your career? What made you passionate about this industry or career?
4. Did you develop a specific career plan? If so, how did you create your plan? If no, why not?
5. Did you have certain beliefs or values that influenced your career choice?
6. Explain your education or training for this job (high school, college, tech training, etc.).

7. Did you encounter any obstacles while either trying to get your education or start your business?
How did you handle the challenges?
8. Based on your experiences, would you change anything about the route you took to get where you are now in your career?
9. OTHER QUESTIONS: _____

JOB INTERVIEWS

DESCRIPTION

Participants take part in a mock interview and then discuss the questions and answers, and the message appearance sends to a prospective employer.

CATEGORY

- Life Skills
- Job Interviews

OBJECTIVES

By the end of this session, participants will be able to:

- Explain and demonstrate how to answer common job interview questions.

SUPPLIES

- **Interview Preparation** activity sheet
- **Interview Role-Play** activity sheet

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Ask participants: *What does “don’t judge a book by its cover” mean? How might this apply to interviewing for a job?*

Explorers may note that the person inside is more important than their appearance. Others may note that the way we present ourselves has a lot to do with how people respond to us, whether or not that is fair.

Discuss the following points and work to help the Explorers understand that while these are in some ways “the cover of the book,” we want to present the best version of ourselves when taking part in an interview.

1. Dress appropriately for the interview.
2. Use proper language (i.e., no slang or profanity).
3. Arrive early to the interview.
4. Research information about your potential job.
5. Research information about the company with which you are interviewing.
6. Do not eat, drink, or chew gum during the interview.
7. Stay calm, relax, and be yourself.

Activity 1

Interview Preparation

Pass out the **Interview Preparation** activity sheet. Have participants answer the questions on the activity sheet as if they were being interviewed for a job. After they are finished, ask for volunteers to share their answers or discuss any questions they had about the interview process.

Activity 2

Interview Role-Play

Divide participants into pairs and pass out the **Interview Preparation** activity sheet. (If someone does not have a partner, allow one group of three.) Explain that one member of each pair is to interview their partner for a job. The person conducting the interview should record their partner's answers on their own activity sheet. After participants have completed an interview, they are to role-play the interview from the opposite perspective. Make sure there is enough time for participants to be both the interviewer and the interviewee.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *How did the activities go?*
- *How did it help to think about the questions in advance?*
- *How did it feel to have someone ask these questions of you?*

Analysis Questions

- *What sorts of questions were missing from this interview?*
- *How might the person interviewing you respond differently to your answers if you were dressed inappropriately or used improper language?*

Generalization Questions

- *How can you be best prepared for an interview?*
- *What have you learned by asking these questions?*
- *What have you learned by answering these questions?*
- *How do you think you would do in this interview if you practiced and were better prepared?*
- *Why is this important?*

RESOURCES

Activity 1 Interview Preparation

Answer the following questions as you would in a real job interview.

1. What is your greatest strength?
2. What is your greatest weakness?
3. What motivates you?
4. Do you prefer to work alone or as part of a team? Why?
5. How do you handle stress?
6. What are your hobbies?

Activity 2 Interview Role-Play

Now it's your turn to interview someone. Ask these questions to your assigned partner as if you were interviewing them for a job.

1. What is your greatest strength?
2. What is your greatest weakness?
3. What motivates you?
4. Do you prefer to work alone or as part of a team? Why?

5. How do you handle stress?

6. What are your hobbies?

MONEY MANAGEMENT

DESCRIPTION

In this session, participants will explore the relationship between lifestyle and money management.

CATEGORY

- Character
- Financial Literacy

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of effective money management.

SUPPLIES

- **Michael's Budget** activity sheet—make a copy for each participant
- **My Monthly Budget** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Michael's Budget

Give each Explorer a copy of the **Michael's Budget** activity sheet. Divide the Explorers into groups of three or four and ask them to share with members of their group how they plan their personal spending. After a few minutes, ask them to review the case study on the activity sheet. Have them prepare a budget based on the information provided on the activity sheet. When Explorers are finished, ask each group to share their solutions with the larger group.

Activity 2

My Monthly Expenses

Pass out copies of the **My Monthly Expenses** activity sheet and have Explorers work independently to complete it for themselves. When Explorers are finished, have them discuss their answers with the group, telling whether they think the budget would work and what changes they might need to make.

Use the reflection questions to wrap up and help process the activity.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What was the purpose of this activity?*

Analysis Questions

- *How successful were you in managing Michael's budget?*
- *Why is it important to figure out the budget before planning a purchase?*
- *What did you learn from this activity?*
- *How is responsibility related to money an important characteristic for leaders?*
- *How might you use this in your potential career?*

Generalization Questions

- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

Activity 1

Michael's Budget

Michael's Budget

Read the case study below. Use the information to complete a one-month budget.

Case Study

Michael works as an office assistant. His take-home pay each month is \$1,300. He has the following fixed expenses each month.

Living Expenses:	Rent	\$500
	Electricity	80
	Telephone	65
Transportation:	Car payment	225
	Gas	80
Total fixed expenses:		\$950

Michael spends about \$15 a day on eating out. He goes to the movies every weekend, where it costs him \$20 for a ticket and snacks. He doesn't budget for clothing or entertainment expenses other than the movies, but he will buy clothes and video games if he has the money.

Michael would like to save some money to buy a new game system that costs \$400. How would you help him budget his money? Use the following chart to plan a one-month budget for Michael.

Date:	Income this month:
<u>Item</u>	<u>Budget Amount</u>
Food	
Clothes	
Living costs: Rent	
Living costs: Electricity	
Telephone	
Transportation	
Personal items	
Recreation	
Savings	
Total	

Activity 2
My Monthly Expenses

My Monthly Expenses			
Your monthly take-home pay is \$1,300. List essential expenses, the cost of each item, and their percentage of your pay. How much do you spend each month?			
	Expenses	Cost in \$	Percentage (\$/\$1,300)
1.	Housing/rent	\$400	30% (400/\$1,300)
2.			
3.			
4.			
5.			
6.			
	Total Expenses		
What is your monthly balance?			
Pay minus expenses equals balance			
\$1,000	-	_____	= _____
Pay		Expenses	Balance
Do you have enough money to make it through the month?			
If you don't have enough money, what changes will you need to make?			

SETTING PRIORITIES: WHAT'S IMPORTANT TO YOU?

DESCRIPTION

Getting the most out of your day is an art. Knowing what is important to you and being aware of time robbers can make a big difference in what you achieve in your day.

CATEGORY

- Life Skills
- Setting Priorities
- Goals
- Decision-Making

OBJECTIVES

By the end of this session, participants will be able to:

- Identify the importance of time.
- Identify some specific steps they can take to help work towards getting the most out of their day.

SUPPLIES

- Glass or transparent plastic jar
- Rocks or golf balls
- Small pebbles or marbles
- Small beads or sand
- Three signs to post on the wall, each with one of these words: ALWAYS, SOMETIMES, RARELY

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Tell participants: *Think about how each of these activities robs you of the time required to complete tasks and focus on priorities—how it reduces your ability to do what you need to do.*

Then go over the list and ask the participants to quietly evaluate for themselves if the item occurs ALWAYS, SOMETIMES, or RARELY.

Tell participants: *I will say the item; then you should move in an orderly fashion to the sign on the wall that represents how often this time robber affects you: ALWAYS, SOMETIMES, or RARELY*

- Chatting or texting
- Talking to unexpected visitors
- Doing tasks that others are capable of and willing to do
- Doing nothing while standing in line
- Not planning ahead for meals
- Watching TV, Netflix, etc.
- Hitting the snooze button on the alarm clock to get up as late as possible
- Shuffling materials (food, work, etc.) from one table or area to another without putting anything away

- Going to routinely scheduled meetings
- Checking email each time an alert prompts that you have a message
- Surfing the Internet
- Not planning your day
- Running errands without optimizing your drive time
- Playing video games before doing homework
- Going to social networking sites (Facebook, Twitter, Pinterest, Snapchat, Instagram, Google+, Tumblr, etc.)

Ask participants: *Who would like to share how they handle some of these time distractions? Why is making better use of time an important part of goal setting?*

Pebbles in the Jar

1. Show an empty jar.
Say: *This jar represents your time.*
2. Add medium-sized rocks to the jar until it cannot hold any more.
Say: *These rocks are the goals and commitments that are important to you. If you believe this jar is full, stand up.*
3. Now add pebbles to the jar.
Say: *The pebbles represent things that you want to do, but don't need to do. These things matter to you, but not as much as your goals and commitments. Notice that there is room for them in the jar because they fill in the gaps around the rocks.*
4. Next add sand until the jar appears to be full.
Say: *This sand represents the small, much less important but still time-consuming activities that you do during a day.*
5. Ask: *What is the point of this demonstration?* Explorers may say that no matter how full your schedule, you can always fit more into it. However, this answer is incorrect.
6. Say: *The real moral of this activity is that you can make time for your big rocks, but only if you put them into the schedule first and then fit everything else around and between them. It may be easier to pour the smaller things into the jar, but if they fill too much of the jar, there will be less room for your big rocks.*
7. Ask: *So what things will fill your jar through the rest of today?*

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to the post or your specific focus area.

REFLECTION

Focusing Questions

- *What are the big rocks in your life?*
- *What are the pebbles in your life?*
- *Do you know what's important to you?*
- *Do you know how to get the most out of your day?*

Analysis Questions

- *Why do we often put the pebbles in our life first?*
- *How does the time we have every day help us fill our jar to better accomplish our goals?*

Generalization Questions

- *What is a change that you can make today to help you better set your goals and priorities?*
- *How can you know when something is a “big rock” in your life...or just a pebble?*

THE GLOBAL WORKPLACE

DESCRIPTION

In this session, participants will learn about the global workplace, including the growth of international trade and commerce, the increased use of technology, the employment of Americans in the United States by foreign-owned companies, and the consignment by American companies of work done out of the country.

CATEGORY

- Business
- College and Career Prep

OBJECTIVES

By the end of this session, participants will be able to:

- Understand the role of international trade on prospective career choices.
- Explain how research into global markets can influence career choices.

SUPPLIES

- **Global Workplace Review and Discussion** activity sheet—make a copy for each participant
- **My Place in the Future Global Workplace** activity sheet—make a copy for each participant
- Computers or smartphones with internet access
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Global Workplace Review and Discussion

Give each Explorer a copy of the **Global Workplace Review and Discussion** activity sheet. Divide participants into groups of two or three, and have the small groups review and discuss the issues on the sheet. Then ask for volunteers to share their small group's ideas with the larger group.

If Explorers do not know the origin of a specific product or the ownership of a particular company, as asked for in the first item on the activity sheet, have them research this product or company on the internet. Consumer research of this kind can be an eye-opener.

For the second item about international commerce, the groups may also want to consider how the events of September 11, 2001, have affected global trade and tourism.

In your discussion of item five, encourage Explorers to think about possible economic, social, political, and environmental implications of the fact that increasing numbers of American companies consign work overseas to poorly paid workers in countries without environmental protection laws. How might this practice affect the Explorers and your community, as well as other parts of the world? You may

want to mention the North American Free Trade Agreement (NAFTA), the Trans-Pacific Partnership, and the World Trade Organization and their effects on the global workplace.

Activity 2

My Place in the Future Global Workplace

Give each Explorer a copy of the **My Place in the Future Global Workplace** activity sheet. Have participants research global markets and economies on the internet by exploring some of the following websites (or others):

- <http://www.bls.gov/ooh/>
- <https://www.cia.gov/library/publications/resources/the-world-factbook/index.html>

Explorers should use their research notes to help them answer the questions on the activity sheet and to use as a resource for a group discussion.

Help Explorers understand “skills” in the first question on the activity sheet broadly—general skills, technical skills, transferable skills, interpersonal skills, linguistic and multicultural skills, etc.

Use the questions below to carry out a reflection at the close of the session.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What did you learn as you reviewed the important ideas about the global workplace?*
- *What was the most important thing you learned during your online research?*

Analysis Questions

- *How did your research influence your understanding of future career choices?*
- *How might you use this in your potential career?*

Generalization Questions

- *How can particular events potentially change or impact the global workplace?*
- *What events currently occurring could impact the global workplace?*
- *How might you use this in life or in college?*
- *Why is this important?*

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RESOURCES

Activity 1

Global Workplace Review and Discussion

Global Workplace Review and Discussion

1. Specific products you and your family use that are made in another country and/or services you use that come from companies with foreign or multinational ownership:
2. The growth of international trade and commerce:
3. Increased use of technology:
4. Employment of Americans in the United States by foreign-owned companies:
5. American companies consigning work to be done out of the country:

Activity 2

My Place in the Future Global Workplace

My Place in the Future Global Workplace

The following are thought questions—they ask for your best predictions based on your research rather than on known facts. Support them with notes from your research where appropriate.

1. Keeping in mind that the U.S. economy is constantly changing, what kinds of skills do you think will be in demand in the American job market in 20 years?

How does your research support this prediction?

2. How is your education preparing you to acquire these skills? If you feel it is not preparing you, how might you acquire these skills?

3. What kinds of jobs and work conditions do you think people in other parts of the world will have in 20 years? Pick two or three countries or regions and make your predictions.

How does your research support this prediction?

4. How might changes in global markets and the global workplace over the next 20 years affect your community?

How does your research support this prediction?

5. How might changes in global markets and the global workplace over the next 20 years affect your future career(s)?

How does your research support this prediction?

6. How will you prepare yourself to be ready for the future global workplace?

Character and Life Skills – Level 4

This level is designed for the most mature and senior Explorers in the post. These Explorers have demonstrated the capacity for leadership and are ready to learn more about making difficult decisions, resolving conflict amongst their team members, managing complex projects, and setting actionable goals for themselves both personally and professionally. These Explorers have the potential for leadership roles in the local Exploring Officers Association as well as opportunities to serve Exploring on an area, regional, or national level.

BEING A TEAM LEADER

DESCRIPTION

In this session, participants will learn and apply the skills and characteristics of effective team leaders.

CATEGORY

- Character
- Communication
- Leadership
- Team Building

OBJECTIVES

By the end of this session, participants will be able to:

- Develop a mission statement to guide the post.
- Determine qualities of a good leader.

SUPPLIES

- **Developing a Mission Statement** activity sheet—make a copy for each participant
- **Reflections on Leadership** activity sheet—make a copy for each participant
- Whiteboard or easel pad and marker
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Mission Statement

Give each Explorer a **Developing a Mission Statement** activity sheet. Explain to the Explorers that they are going to discuss the importance of a mission statement and create one for the post.

Say: Schools, school districts, businesses, Explorer posts, and other community-based organizations all have mission statements. (Provide examples if possible.) The mission statement should be stated in writing, be clearly understood, and be used to guide the organization's actions.

On the whiteboard or easel pad, write “What function does the Explorer post perform?” Ask the participants to brainstorm statements that describe the function of the post. Write down their answers.

Then write “For whom does the Explorer post provide the function?” Ask the participants whom the post serves. Write down their answers.

Finally, write “What does the Explorer post need to fulfill this function?” Ask the participants to develop statements that define what the team needs in order to function. Write down their answers.

Have Explorers look at the lists and then, in a comprehensive statement of one to three sentences, develop a mission statement for the post. It should be easy to understand and to remember. Post it in the meeting room as a guide for the Explorers.

Activity 2

Reflections on Leadership

Give each Explorer a **Reflections on Leadership** activity sheet. Explain to participants that every team needs a leader. Ask Explorers to review the activity sheet and to write their responses so they can determine their personal level of interest in being a leader and who they think has the best qualifications for being the leader of a team. Discuss participants’ answers when they are finished.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What tasks were you asked to accomplish today?*

Analysis Questions

- *How can a mission statement help a team become more effective?*
- *How can a mission statement assist the leader of a team?*
- *How might you use this in your potential career?*

Generalization Questions

- *What are some important qualities for leaders to have?*
- *How can developing a mission statement help other teams—besides your Explorer post—achieve success?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

Activity 1

Developing a Mission Statement

Developing a Mission Statement

What function does the Explorer post perform?

For whom does the Explorer post provide the function?

What does the Explorer post need to fulfill this function?

Note that the mission statement should be a comprehensive statement of one to three sentences that is easy to understand and to remember.

Activity 2

Reflections on Leadership

Reflections on Leadership

You may want to answer these questions in terms of various leadership roles you have held, such as in school or community clubs or organizations, your Explorer post, and others.

1. What teams have you been a member of during your life?
2. What roles and responsibilities did you have on those teams?
3. What would appeal to you about being a team leader?
4. What would not appeal to you about being a team leader?
5. How do you think a leader influences a team?
6. List three to five reasons a team would want to follow you.
7. What do you think are the most important qualities a leader must have?
8. Who would make a good leader for the team?
9. Should the leadership role be rotated among team members?

BUDGET PLANNING

DESCRIPTION

Explorers will work with leaders to develop an annual budget for their Exploring program.

CATEGORY

- Exploring: Business
- iTech Exploring: Required
- Life Skills: College & Career Prep, Financial Literacy
- US DOE: Business Management & Administration

AGE APPROPRIATENESS

- Exploring Posts (14-20 years old)
- Exploring Clubs (10-14 years old)

OBJECTIVES

By the end of this session, participants will be able to:

- Calculate an appropriate participant fee for their own Exploring program
- Set a unit and an individual fundraising goal
- Create a plan for the year and determine resources and materials needed by the unit
- Project various types and amounts of expenses

SUPPLIES

- [Unit Budget Planning Worksheet](#) (one per group of 2-5 Explorers)
- Flip chart or markerboard and markers
- Calculators (mobile phones will suffice)

LEADER NOTE: Text in italics should be read aloud to participants. As you engage your Exploring unit (club or post) in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

INTRODUCTION

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

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

The steps to planning your post or club's annual budget are:

1. Refer to your Exploring program's previous budget, if applicable.
2. Calendarize the unit's complete annual program – meetings, meals, site visits, parties, events, etc.
3. Develop a budget that includes enough income to deliver the complete program.
4. Identify all sources of income (program fees, participating organization contributions), and then determine the amount that should be raised through Exploring fundraisers.
5. Obtain sales goal commitments (including by dates) from parents, leaders, all Explorers, and/or the participating organization.

ACTIVITIES

Activity 1 | Income and Expenses

Prepare flip chart paper or a markerboard for the following discussion.

Ask the following questions in this order. Write examples of income and expenses on the flip chart or markerboard.

1. *What is the difference between income and expenses?*
2. *Name some examples of income specific to a business? To an individual? To our Exploring program?*
3. *Name some examples of expenses specific to a business? To an individual? To our Exploring program?*

	INCOME EXAMPLES	EXPENSE EXAMPLES
BUSINESSES	Sales, service fees, donations (for nonprofit organizations only)	Office supplies, salary & benefits, marketing
INDIVIDUALS	Wage/salary, athlete sponsorships, gifts	Utilities (water, electricity), phone, auto insurance, gas, groceries, savings, tuition, fun stuff
OUR EXPLORING PROGRAM	Registration fee, program fee (optional), participating organization subsidy (optional), fundraisers	IDC prototype materials, gear/equipment, uniforms, travel, event entry fees

Say: Why is it important to keep track of both your income and your expenses? What would happen if your expenses became greater than your income?

Activity 2 | Plan Your Budget

Divide the group into pairs or small teams of up to 5 Explorers. Give each pair or team a blank copy of the [Unit Budget Planning Worksheet](#).

LEADER NOTE

Allow the Explorers to suggest amounts for the following income and expenses, no matter how unrealistic. After the first round, if the totals are unreasonable – discuss why it’s unreasonable and then go through the process again. Repeat as needed until you reach a reasonable budget and fundraising goal.

Say: Now let's focus on our own Exploring program. On the [Unit Budget Planning Worksheet](#), we will review each income item and expense item together as a group. I will describe each item in detail, and as a group we will project and agree on an amount. Get your calculators out! Let's start with income.

YOUTH LEADERSHIP ROLE: The Treasurer should record the amounts that the group agrees to for each income and expense on a computer using the provided Unit Budget Planning Worksheet. There are formulas built into the Excel spreadsheet that will be helpful to the Treasurer.

INCOME

Registration Fees YES, \$33 per person per year for both you and adults.

Program Fees (Your organization may or may not charge a program fee to Explorers to subsidize the cost to deliver your Exploring program.)

Participating org. Subsidy (Your organization may or may not dedicate part of its operating budget to the operation of your Exploring program.) This is referred to as the "Reserve Fund" in the expenses section of this activity.

Fundraisers (You may or may not choose to have your Explorer participate in a fundraiser coordinated by your local Exploring office to earn their own way in the program.)

EXPENSES

Registration Fees \$33 per person per year for both youth and adults.

Unit Accident Insurance Protecting leaders and parents from financial hardship due to high medical bills from an unfortunate accident is a must for all involved in Exploring. Your local Exploring representative can tell you if what your local rate per person is.

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

Awards and Recognition	Every Explorer should earn recognitions during their time in the Explorer post or club. A Career Achievement Award is available for each Exploring career field. Some career fields offer additional recognition opportunities. Recognition items are available through your local Exploring office.
Activities	Well-conceived and well-planned activities are critical to a successful annual program plan. Traditionally, such activities as field trips, Innovation Design Challenges, competitions, and district or council activities are financed by the youth and his or her family over and above program fees. It is suggested that the complete cost of these outings be built into the unit's budget.
Program Materials	Each unit needs to provide certain program materials, gear, and equipment. Depending on the type of unit program, these could include safety gear, tools, prototype construction materials, consumable materials, reusable supplies, unit flag, and training videos and books. (NOTE: Units may not hold title to property. Only participating organizations or the local council legally can own property.)
Training Expenses	Trained leaders are key to delivering a quality and safe program. Adult and youth leader training should be considered an integral annual unit expense. Your local Exploring office may offer local trainings specific to Exploring and positive youth development.
Uniforms	Your unit may or may not have a formal uniform. Some units choose to have T-shirts or polos made for each participant. Traditionally, the individual pays for the uniform, if applicable. We suggest that these expenses become part of the total cost of Exploring.
Reserve Fund	The reserve fund might be established by a gift or loan from the participating organization, by participants of the committee, or by a unit money earning project. The reserve fund should be intended for unexpected expenses. A new participant's initial expenses may be met from the fund. Consider setting aside 10% of your total unit budget in your reserve fund.
Other Expenses	These could include meeting refreshments and contingency funds.

YOUTH LEADERSHIP ROLE: The Treasurer should total both the income and the expenses, then subtract the expenses from the income. This amount will be automatically calculated in the [Unit Budget Planning Worksheet](#) in the cell labeled “C”. A positive amount means there is a surplus, and it is not necessary (though still suggested) that the Explorers participate in a fundraiser coordinated by the local Exploring office. A negative amount means there is a deficit, and it is necessary to participate in a fundraiser.

Repeat this process as needed until you reach reasonable amounts for the projected income and expenses.

Activity 3 | Selecting a Fundraiser

Say: Paying your own way is a fundamental principle of the Exploring program. It is one of the reasons why no solicitations (requests for contributions from individuals or the community) are permitted by Explorer posts and clubs. Let’s calculate our fundraising goal as a group.

LEADER NOTE

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

YOUTH LEADERSHIP ROLE: The Treasurer should enter fundraiser commission percentage and the total number of Explorers in the [Unit Budget Planning Worksheet](#) (at the bottom of the worksheet) to calculate the unit’s total fundraising goal and each Explorer’s individual fundraising goal.

Here are some examples of locally-coordinated fundraisers that may be available to you. Your local Exploring representative can provide you with more information about these and other options. The Treasurer should read these options aloud to Explorers and allow the group to vote on the option they’d like to pursue.

Jack Link’s Fundraiser

Jack Link’s is the Official Protein Snack of the Boy Scouts of America (BSA). Exploring is an affiliate program of the BSA. Jack Link’s offers a fundraiser for Scouts and Explorers across the country. There is only one product to sell – a kit with 6 Jack Link’s products inside. The kit is sold to the public at \$15 each. The local council will retain \$5 per kit sold, your unit will retain \$5 and Jack Link’s will retain \$5.

Discount Cards

The cards include discounts from various businesses represented in the local council territory and typically have one-time use “break off” coupons along with multi-use offers. The cards are most widely offered at the low price point of \$5.00. Customers recoup their donation by using one of the two one-time coupons, and enjoy multiple food, service and entertainment discounts throughout the year. Features of a camp card sale typically include the following:

- Risk free for the Exploring unit by returning unused cards to the local council
- Unit earns 40 – 50% commission
- Grocery or other major retail discounts make the cards easy to sell

Your local Exploring representative can provide you with more information.

Coordinate Your Own

Consider coordinating your own fundraiser. Many units organize car washes, bake sales, traffic control at community events, etc. In either case, money-earning projects require the submission of the Money-Earning Application (found in the Forms box at www.exploring.org) to the local council. To ensure conformity with all Exploring standards on money earning, leaders should be familiar with the guides listed on the back of the application.

LEADER NOTE

Together with your youth leaders monitor the status of the unit budget at regular intervals throughout the year.

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your Exploring unit or specific focus area.

REFLECTION

- *Does everyone agree with the final unit budget? What are you (as an individual) going to do to ensure that the group reaches its goal(s)?*
- *What life skills will you gain from participating in a fundraiser? How is this relevant to the “real world”?*
- *What can you do to practice responsible money management – personally and in the post/club?*
- *How would it feel if you learned that a fellow Explorer was irresponsible with the unit’s money? What are some suggestions for how you could fix the problem?*

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CHALLENGING CIRCUMSTANCES

DESCRIPTION

In this session, Explorers will evaluate and offer solutions to challenging circumstances encountered in the workplace.

CATEGORY

- Character
- Leadership

OBJECTIVES

By the end of this session, participants will be able to:

- Explain the importance of being able to effectively respond to challenges experienced in the workplace.

SUPPLIES

- **Disasters at Work Role-play Scenarios** activity sheet—make a copy for each participant

ACTIVITY NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Role-Play

Pass out copies of the **Disasters at Work Role-play Scenarios** activity sheet. Explorers will be partnered for a role-playing activity. Each pair will choose one role-playing scenario from the activity sheet and will work together to create and present a dramatization of the scenario. (If you have an odd number of Explorers, note that scenario 9 requires three people and scenario 3 requires one person.)

Following each presentation, have participants discuss the scenario and the solution and determine if the most effective resolution was presented.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What were you asked to do today?*
- *What is the value of taking part in role-play scenarios?*

Analysis Questions

- *What did you learn as you shared solutions to the challenging circumstances?*

- *Why is there value in “thinking through” scenarios such as these?*
- *How might you use this in your potential career?*

Generalization Questions

- *How could you help a classmate or friends use role-plays like this to help them face challenging situations?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

ACTIVITY 1

Disasters at Work Role-play Scenarios

Disasters at Work Role-play Scenarios

1. You and another employee get into a heated argument over who should represent the company at an all-expenses-paid yearly convention in Hawaii. Things turn nasty but must be resolved before the boss returns.
2. You know for a fact that a co-worker is cheating your employer by padding his expense account. You must discuss the issue with him or take other measures that may end in felony charges.
3. You receive an Outstanding Employee award and must make a few remarks. Your boss has requested the remarks be about professionalism in the workplace. It's time for you to speak.
4. You left proprietary information displayed on your computer when you left for the weekend. Your supervisor found it Monday morning before you arrived and has called a private meeting.
5. You are working a full-time job while you go to college. You lost your uniform and have no idea where it is. It costs \$75 to replace, but you don't have the money. You are afraid you'll be fired and you really need this job. It's time to face the boss.
6. An employee under your supervision is regularly late for work. You must develop an improvement plan and meet with him or her to discuss it. You anticipate a heated rebuttal to the charge and must be ready. You meet with the employee today.
7. A bag of pretzels that you really want is stuck in the vending machine after you paid for it. You are already having a bad morning and you just lose it. Your boss is afraid you have anger management issues and has scheduled a meeting for 2 p.m.
8. Your boss sees you perusing job boards in your building. The response of "I'm looking for a friend" is not going to work. You are called into the boss's office and are scared of being fired. What happens now?
9. You work at an upscale retail shop where the motto is that the customer is never wrong. Now you have a customer very loudly accusing you of waiting on other customers before her because she is a member of a minority group. Nothing you say to her is making things better. Here comes your boss.
10. Your after-school job is at a candy store. Many youngsters visit daily with their mother or baby-sitter. You see a little boy putting candy in his pocket and—wouldn't you know it—you recognize him as being your principal's son. What will you do?

CONFLICT RESOLUTION—PART 1

DESCRIPTION

This session provides an overview of conflict resolution skills.

CATEGORY

- Life Skills
- Conflict Resolution
- Interpersonal Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Learn and apply conflict resolution strategies.

SUPPLIES

- **The Strategy to Conflict Resolution** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Read the following statement: *Casey Stengel, former American League baseball player, manager, and Hall-of-Famer, once said, "Getting good players is easy. Getting them to play together is the hard part."*

Ask Explorers what they believe is meant by this statement. Then ask them to describe where they have seen this in action.

Activity 1

Conflict Resolution Strategies

Ask each participant to come up with an example of a conflict they have experienced at home, at school, or among friends. After each person has identified an example, pass out **The Strategy to Conflict Resolution** activity sheet to each person.

Using the points, ask them to select one or two of the strategies and share with the group how they think having used that strategy would have improved their personal situation.

After each participant has had a chance to share, wrap up the session with the reflection questions.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *Is conflict a natural part of working with other people? Why or why not?*
- *What can we do to moderate conflict?*

Analysis Questions

- *What have you learned that you can apply to everyday situations?*
- *How is conflict resolution an important leadership skill?*

Generalization Questions

- *How might you use this in your daily life, in college, and in your potential career?*
- *Why is this important?*

RESOURCES

Activity 1

Conflict Resolution Strategies

THE STRATEGY TO CONFLICT RESOLUTION*

- When angry, separate yourself from the situation. Take time to cool out.
- Attack the problem, not the person.
- Communicate your feelings assertively, NOT aggressively.
- Focus on the issue, NOT your position about the issue.
- Accept and respect that individual opinions may differ. Don't try to force compliance. Work to develop common agreement.
- Do not view the situation as a competition, where one has to win and one has to lose. Work toward a solution where both parties can have some of their needs met.
- Focus on areas of common interest and agreement, instead of areas of disagreement and opposition.
- NEVER jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting. Ask for feedback, if needed, to assure a clear understanding of the issue.
- Remember when only one person's needs are satisfied in a conflict, it is NOT resolved and will continue.
- Forget the past and stay in the present.
- Build "power with" NOT "power over" others.
- Thank the person for listening.

* Developed by Wholistic Stress Control Institute Inc. (WSCI), Atlanta, Georgia, www.wsci@wholistic1.com
Distributed by the State Wellness Program, a program of the Employee's Benefits Council

CONFLICT RESOLUTION—PART 2

DESCRIPTION

This session provides support and guidance in how to address conflict when it arises.

CATEGORY

- Life Skills
- Conflict Resolution
- Interpersonal Skills

OBJECTIVES

By the end of this session, participants will be able to:

- Analyze strategies of conflict resolution.
- Potentially improve their response to conflict resolution situations.

SUPPLIES

- **Conflict Challenges** activity sheet—make a copy for each participant
- **The Strategy to Conflict Resolution** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Review with participants the strategies for conflict resolution discussed at a previous post meeting.

Ask: Have you used any of the strategies since you learned about them? If any strategies have been used, ask for volunteers to share how the situation was resolved using those steps as guidance.

Activity 1

Pass out copies of the **Conflict Challenges** activity sheet and **The Strategy to Conflict Resolution** activity sheet. Tell participants to form groups of four and take turns sharing how they would use the strategies to defuse or redirect potential conflict. Have them use the following steps to help organize their discussion:

1. Read the conflict aloud.
2. Each person in the small groups will respond orally to the scenario with their best strategy or response.
3. After listening carefully to individual responses, each group will reach a consensus on the “best probable solution.”
4. Repeat steps 1–3 for each scenario until finished or time is called.
5. Each small group will report its solutions on each scenario to the entire group.

After each team has reviewed the scenarios, wrap up the session with the reflection questions below.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *Which of the scenarios was the easiest to manage? Why?*
- *Which of the scenarios was the hardest to address? Why?*

Analysis Questions

- *How does discussing a solution before you need one help you to be a better problem solver?*
- *How is conflict resolution an important leadership skill?*

Generalization Questions

- *What does the way you solve a problem tell others about your character?*
- *How might you use this in your daily life, in college, and in your potential career?*
- *Why is this important?*

RESOURCES

Activity 1

Conflict Challenges

CONFLICT CHALLENGES

Scenario 1

In the cafeteria line, you accidentally bump into the person in front of you. The person thinks you did it on purpose and threatens to beat you up after lunch. How do you handle this?

Scenario 2

The basketball team has an important game right after school. You want to attend the game, but Mom says you must go home and clean up your room. It's just not fair! Everyone else is going to the game. How do you handle this?

Scenario 3

Your digital device is missing. You've spent hours downloading and categorizing your favorite music. No one in the family claims to have seen it, yet you find it in your younger brother's lunch box. How do you handle this?

Scenario 4

Jon has a terrible attitude, especially toward adults, but he is your best friend and you really enjoy hanging out with him. Last week he was very disrespectful to the math teacher because he did poorly on a test. You were embarrassed for him and also for yourself. Your grandmother says that you are known by the company you keep. You start thinking that maybe this isn't a very positive friendship for you. How do you handle this?

Activity 1
The Strategy to Conflict Resolution

THE STRATEGY TO CONFLICT RESOLUTION*

- When angry, separate yourself from the situation. Take time to cool out.
- Attack the problem, not the person.
- Communicate your feelings assertively, NOT aggressively.
- Focus on the issue, NOT your position about the issue.
- Accept and respect that individual opinions may differ. Don't try to force compliance. Work to develop common agreement.
- Do not view the situation as a competition, where one has to win and one has to lose. Work toward a solution where both parties can have some of their needs met.
- Focus on areas of common interest and agreement, instead of areas of disagreement and opposition.
- NEVER jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting. Ask for feedback, if needed, to assure a clear understanding of the issue.
- Remember when only one person's needs are satisfied in a conflict, it is NOT resolved and will continue.
- Forget the past and stay in the present.
- Build "power with" NOT "power over" others.
- Thank the person for listening.

* Developed by Wholistic Stress Control Institute Inc. (WSCI), Atlanta, Georgia, www.wsci@wholistic1.com
Distributed by the State Wellness Program, a program of the Employee's Benefits Council

DECISION-MAKING

DESCRIPTION

In this session, participants will learn and apply decision-making skills in a career inventory setting.

CATEGORY

Higher-order Thinking
Leadership

OBJECTIVES

By the end of this session, participants will be able to:
Explain the importance of effective and analytical decision making.

SUPPLIES

Decision Making Made Easy activity sheet—make a copy for each participant
Good Jobs for Me activity sheet—make a copy for each participant
Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

Decision Making Made Easy

Give each Explorer a **Decision Making Made Easy** activity sheet. Have Explorers read and discuss the steps to decision making using the handout.

Provide a couple of examples of decisions from your own life that you have recently had to make. One example should be a routine decision, while the other should be a more significant decision, something that has a longer-lasting impact. Explain to the Explorers how and why you made each of these decisions. Go through the decision-making steps as listed on the activity sheet as you discuss each example.

Have Explorers provide an example of a decision they may have to make. Ask them if it is a routine or significant decision. Take their example through the steps of decision making as listed on the activity sheet.

Then have Explorers complete the activity sheet, using the steps to make a real decision in their own lives. Ask volunteers to share their decisions and the steps to get there. Have them determine whether it was a routine or significant decision.

Activity 2

Good Jobs for Me

Give each Explorer a **Good Jobs for Me** activity sheet. Ask Explorers to fill out the chart, listing four jobs they would like to have, why they would like those jobs, how they would get those jobs, and who can help them get those jobs.

Allow sufficient time for this activity. Discuss the Explorers' decisions when they are finished.

Ask the Explorers to save the two activity sheets from this learning module for future reference.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

- *What tasks were you asked to complete today?*

Analysis Questions

- *What makes decision making so important?*
- *Why are we often unsuccessful in making decisions?*
- *What are some things that we need to take into consideration when making decisions?*
- *How is decision making an important skill for leaders?*
- *How might you use this in your potential career?*

Generalization Questions

- *How does being deliberate and methodical impact career selection decisions?*
- *What are some small ways that Explorers can practice the big habit of decision making?*
- *How might you use this in life or in college?*
- *Why is this important?*

RESOURCES

ACTIVITY 1

Decision Making Made Easy

Decision Making Made Easy

State the problem. What needs to be decided? Example: "I want a car."

Collect all the information possible about the problem. For example: "I have no job and no money, and my mother cannot afford to buy me a car."

Consider the possible solutions. What might they be? What are the consequences of each solution?

Make a decision about the best way to solve the problem. What should I do? What are the consequences of my decision?

Do you think this is a routine or a significant decision?

ACTIVITY 2
Good Jobs for Me

Good Jobs for Me

On the following chart, list:

- Four jobs you would like to have
- Why you would like each of them
- How you can get them or what you need to do to get them
- Who can help you get them—yourself or others

Jobs I would like (State the problem.)	Why? (Investigate.)	How? (Consider solutions.)	Who? (Make a decision.)

ETHICS IN THE WORKPLACE

DESCRIPTION

Ethics are moral principles or values that guide the decisions you make. This session examines ethics and decision-making in the workplace.

CATEGORY

- Life Skills
- Ethics

OBJECTIVES

By the end of this session, participants will be able to:

- Explain how honesty and loyalty are important ethical values for the workplace.
- Define ethics as moral principles or values that guide decision-making.

SUPPLIES

Honesty and Loyalty Case Study activity sheet, one per group of four people (see resources)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character**, **Leadership**, and **Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY

Introduction

Read through Case Study No. 1. At the end of the story, ask participants what they think were some important lessons to be learned from the story. Participants will identify that Kathryn had a responsibility to report the theft of the clothing.

At the heart of Kathryn's decision to ignore what she saw was the role of ethics. Ethics are moral principles or values that guide the decisions you make.

Comments on Ethics in the Workplace

Business ethics, or ethics in the workplace, are about doing the right thing, or whatever you consider to be the right thing at the time. Can you think of any example of a principle of conduct for a business? That's right, not stealing, or being honest, is a very important one. How do you think employees are dishonest? Yes, by taking things that are not theirs, such as office supplies or other goods or merchandise.

Another way employees steal is by wasting time or by coming in late or leaving early. We can look at certain traits or characteristics that will give us some principles of conduct for business. They are honesty, loyalty, helpfulness, friendliness, courtesy, and consideration.

These are ethics for the workplace.

- *Honesty means trustworthiness—being honest and dependable.*
- *Loyalty means being faithful and true.*
- *Helpfulness can be defined as being concerned for others.*

- *Friendliness is seeking to understand others and respecting their differences.*
- *Courtesy is recognizing that politeness and manners help people get along on the job.*
- *Consideration is treating others as you want to be treated.*

Case Study Examination

Ask the participants to form small groups of four or more. Refer them to the **Honesty and Loyalty Case Study** activity sheet. Tell the groups to focus on two very important business ethics, honesty and loyalty, and use those values to review some real-life situations.

Say: With your group, read and discuss each case study and then tell whether the employee was ethical. Be prepared to explain your answer and to tell how you would have handled the situation.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to the post or your specific focus area.

REFLECTION

Focusing Questions

- *What was an important lesson to take away from each of the case studies?*

Analysis Questions

- *What does it mean to say that some individuals in the case studies are not bad people, but people who made bad decisions?*
- *Why might some people find it a challenge to show honesty and loyalty to their employers?*

Generalization Questions

- *How can we always live by the ethical values of honesty and loyalty ourselves?*
- *What response makes sense when we see friends or co-workers making decisions that are not aligned with our ethical values?*
- *Why can it be difficult to encourage a friend to make ethically sound decisions?*

RESOURCES

CASE STUDIES—HONESTY AND LOYALTY

Case Study No. 1

Kathryn was employed at a large retail store at the mall. Her responsibilities were to straighten and stock merchandise, handle telephone orders, and sell to customers in her department of the store. It was also her responsibility to be alert to shoplifters and vandals who might steal or damage merchandise. Sometimes the store was very crowded and customers had to wait to be checked out at her register.

Sometimes Kathryn's friends would come into the store to shop or visit. She enjoyed their company and was always glad to see them. Once, however, she was very busy with customers when friends came to visit, and she saw one of the friends steal an item of clothing from her department. She looked the other way and pretended not to see the theft.

After visiting with her, the friends left the store to go to a movie. The person who stole the merchandise took it and left with the group. Kathryn never mentioned to anyone what she had seen.

Case Study No. 2

Cody did work for neighbors to help pay for his college expenses. Several neighbors regularly asked him to mow and trim, paint, and do small repairs around their houses. They knew him so well that they left him alone in and around their houses to do the work that they had requested.

One day, Cody was in a hurry to finish a neighbor's work quickly. In the rush to get through, he accidentally broke the glass windowpane in the front door. When he saw what he had done, he knew that he could close the door and the neighbor would not know who broke the glass. However, he wrote a note admitting what had happened and asked the neighbor to call him to discuss the damage.

Case Study No. 3

Victoria's office was in a high-rise building downtown. She had a great deal of responsibility: She ordered supplies and equipment, prepared payment requests, supervised the cleaning staff, and served as general office manager. Because she was in charge, Victoria was careless about supplies and often wasted them. She threw out partial containers of supplies, allowed copy machine chemicals to spill or evaporate, and wasted paper.

Case Study No. 4

Robbie did not like being a bricklayer. Although he made good money while working, there were days when he was not able to work because of the weather or scheduling delays. His employer tried to keep Robbie working as much as possible and told him that he was a good worker. Robbie rudely criticized the employer when the employer was not around. He made unkind remarks and belittled the employer and the business that he had built up.

Case Study No. 5

Brandi worked in an insurance agency where she answered the telephone and prepared estimates for potential clients. She worked Monday through Friday from 8:30 A.M. until 5:30 P.M. When her employer went out of town for a few days, Brandi had the telephone calls forwarded to her home and did not go into the office until noon on some days. She knew that her employer wouldn't find out.

HOW TO KEEP A JOB

DESCRIPTION

In this session, participants will discuss characteristics that employers expect employees to have and positive behaviors on the job.

CATEGORY

- Character
- College and Career Prep

OBJECTIVES

By the end of this session, participants will be able to:

- Specify characteristics that can help an employee keep his or her job.
- Discuss ways to handle difficult situations on the job.

SUPPLIES

- **How to Keep a Job** activity sheet—make a copy for each participant
- **On-the-Job Problem Solving** activity sheet—make a copy for each participant
- Pen or pencil for each participant

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Activity 1

How to Keep a Job

Give each Explorer a copy of the **How to Keep a Job** activity sheet. Have them work in pairs to define the work ethic terms on the activity sheet and provide an example of how each might be used in a job situation. Discuss the first word, “attendance,” together. Ask: *What does “attendance” mean?* (A possible answer might be showing up.) *What is an example of how attendance might be used in a job situation?* (A possible answer might be employees should not miss work unless they are sick or have a death in the family.)

After Explorers complete the activity sheet, initiate a discussion about the terms and ask for volunteers to give an example of each. Provide clarification as needed.

Activity 2

Employee Expectations

Say: All employers set expectations for their employees. How do you make sure you know what an employer’s expectations are for you? Guide Explorers to the understanding that they should have a conversation with the employer or review the employee manual to find out those expectations.

Activity 3

On-the-Job Problem Solving

Give each Explorer a copy of the **On-the-Job Problem Solving** activity sheet. Ask for a volunteer to read the scenario aloud. Then divide participants into groups of three to five Explorers each and have each group work together to formulate a plan to solve the problem of missing money and supplies at the gas station.

After Explorers complete the activity sheet, have each group present its solution to the other participants.

Use the questions below to lead a reflection at the conclusion of the activity.

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

- | | |
|--------------------------|---|
| Focusing Questions | <ul style="list-style-type: none">▪ <i>What were you asked to discuss today?</i> |
| Analysis Questions | <ul style="list-style-type: none">▪ <i>Why do you think it is important to consider employer expectations when holding a job?</i>▪ <i>What have you learned about being a good employee?</i>▪ <i>How might you use this in your potential career?</i> |
| Generalization Questions | <ul style="list-style-type: none">▪ <i>How might you use this in life or in college?</i>▪ <i>Why is this important?</i> |

RESOURCES

Activity 1

How to Keep a Job

HOW TO KEEP A JOB

For each term, give a definition and an example of how this trait might be used in a job situation.

Attendance means:

Punctuality means:

Honesty means:

Cooperation means:

Dependability means:

Initiative means:

Loyalty means:

Eagerness to learn means:

Ability to accept criticism means:

Why does a person need to have all these traits to keep a job?

How do all these traits apply to home, school, and personal relationships?

Activity 3
On-the-Job Problem Solving

ON-THE-JOB PROBLEM SOLVING

Read the following situation and decide what you would do if you were the boss.

You are the night manager for a very busy self-service gas station that also provides auto repair services. You have three teenagers who work for you until closing time, which is midnight. Recently, the owner has noticed some items have gone missing, such as a radiator hose, oil, a package of spark plugs, and two used tires. Also, the bookkeeping for gas pumped does not correspond with the amount of gas sold. After investigating, the owner is sure that the missing items and bookkeeping problems have occurred on your shift. You suspect that the owner is right, and have an idea who might be responsible for this. As night manager, what, if anything, would you do about it? If you discover that one of your employees is taking items, what, if anything, would you do about it, and why?

Solution:

PROJECT MANAGEMENT

DESCRIPTION

This session will present an overview of the project management discipline and will allow Explorers to participate in a project management case study.

CATEGORY

- Engineering
- Project Management

OBJECTIVES

By the end of this session, participants will be able to:

Define project management.

Understand what project managers do.

Demonstrate a key project management concept.

SUPPLIES

Computer with Internet access

RESOURCES

Reminder: Any time you use an outside source, be sure you review the content in advance and follow the content owner's or website's permission requirements and guidelines.

The following are suggested resources that Advisors may find helpful in planning this session:

Suggested website: Bureau of Labor Statistics Occupational Outlook Handbook for Architectural and Engineering Managers, <http://www.bls.gov/ooh/architecture-and-engineering/home.htm>

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITY 1

What Is Project Management?

Ask participants:

Have you ever tried to plan a big family event, community service project, or school project before?

How did you approach the project—where did you start? What did you enjoy about the process?

Which parts of the process were challenging? Did you learn any lessons that you could apply to future projects? There are many parts involved in a large project of any kind, and good planning is the best

way to make sure a project will be a success. Let's look at how this relates to managing projects in an engineering job.

Discuss these key points with participants.

Project managers coordinate the various aspects of a project to ensure its successful completion on time and within budget. While much of the work is carried out by specialized workers, the project manager oversees the project in its entirety and coordinates the numerous moving parts. When problems arise, the project manager is the go-to person responsible for getting things back on track. Many industries have roles for project managers, so although some skills of an engineering project manager will be specific to engineering, other skills would be important for project managers across a wide range of industries.

The information that follows in Activity 1 and Activity 2 is from the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016–17 Edition*, Architectural and Engineering Managers at: <http://www.bls.gov/ooh/management/architectural-and-engineering-managers.htm> (retrieved March 15, 2016).

What Do Project Managers Do?

Architectural and engineering managers typically do the following:

Make detailed plans for the development of new products and designs.

Determine staff, training, and equipment needs.

Propose budgets for projects and programs.

Hire and supervise staff.

Lead research and development projects to produce new products, processes, or designs.

Check the technical accuracy of their staff's work.

Ensure the soundness of methods their staff uses.

Coordinate work with other staff and managers.

Architectural and engineering managers use their knowledge of architecture or engineering to oversee a variety of activities. They may direct and coordinate production, operations, quality assurance, testing, or maintenance at manufacturing sites, industrial plants, engineering services firms, and research and development laboratories.

Architectural and engineering managers are responsible for developing the overall concept of a new product or for solving the technical problems that prevent the completion of a project. To accomplish this, they must determine technical goals and produce detailed plans.

Architectural and engineering managers spend a great deal of time coordinating the activities of their staff with the activities of other staff or organizations. They often confer with other managers,

including those in finance, production, and marketing, as well as with contractors and equipment and materials suppliers.

In addition, architectural and engineering managers must know how to prepare budgets, hire staff, and supervise employees. They propose budgets for projects and programs and determine staff, training, and equipment needs. These managers must also hire people and assign them specific parts of each project to carry out. Architectural and engineering managers supervise the work of their employees, set schedules, and create administrative procedures.

Work Environment

Most architectural and engineering managers work in offices, although some may also work in laboratories and industrial production plants or at construction sites.

Most architectural and engineering managers work full time, and about half worked more than 40 hours a week in 2014. These managers are often under considerable pressure to meet deadlines and budgets.

ACTIVITY 2

How to Become a Project Manager

Architectural and engineering managers typically need at least a bachelor's degree and considerable work experience as an architect or engineer. They usually have experience working on difficult or complex projects, developing designs, solving problems, and making decisions. Before moving up to a management position, they also typically gain experience leading engineering teams.

Most architectural and engineering managers have at least a bachelor's degree in an engineering specialty or a professional degree in architecture.

Many also gain business management skills by completing a master's degree in engineering management (MEM or MsEM) or technology management (MSTM) or a master's degree in business administration (MBA). Some workers earn their master's degree before advancing to management positions, and others earn it while they work as a manager. Employers will sometimes pay for such education. Typically, those who prefer to manage in technical areas pursue an MsEM or MSTM and those interested in more general management skills earn an MBA.

Engineering management programs usually include classes in accounting, engineering economics, financial management, industrial and human resources management, and quality control.

Technology management programs typically provide instruction in production and operations management, project management, computer applications, quality control, safety and health issues, statistics, and general management principles.

Important Qualities

Analytical skills: Architectural and engineering managers must evaluate information carefully and solve complex problems.

Communication skills: Architectural and engineering managers oversee staff and work together with other levels of management. They must communicate orders effectively and lead teams to meet goals.

Detail oriented: Architectural and engineering managers must pay attention to detail. Their duties require an understanding of complex systems since a minor error can cause major problems.

Math skills: Architectural and engineering managers use calculus and other advanced mathematics to develop new products and processes.

Organizational skills: Architectural and engineering managers keep track of many workers, schedules, and budgets simultaneously.

Pay

The median annual wage for architectural and engineering managers was \$130,620 in May 2014. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$83,580, and the highest 10 percent earned more than \$187,200.

In addition, architectural and engineering managers, especially those at higher levels, often receive more benefits—such as expense accounts and bonuses—than workers who are not managers.

Most architectural and engineering managers work full time, and about half worked more than 40 hours a week in 2014. These managers are often under considerable pressure to meet deadlines and budgets.

ACTIVITY 3

Plan an Explorer Event

For the hands-on activity, Explorers will work in teams to make plans for a mock fundraising event, such as a carnival. Teams will need to work together to establish a task list, develop a timeline, and consider how all details of the event would be handled in order to make the event a success.

Tell Explorers:

Today you'll be working with a team to make plans for a mock carnival fundraiser. A big project might seem overwhelming when you think of everything there is to do, but that's why you'll work in a team to

break it down into smaller pieces. You'll need to share ideas, assign roles, and work together to make sure all of the necessary plans are in place.

1. Divide Explorers into groups of four or five.

2. Give teams 15 minutes to brainstorm ideas for planning the carnival. At this early stage, encourage teams to focus on listing categories and topics that will need to be addressed—without evaluating or getting into details.

3. Next, have groups outline a plan that creates a timeline and assigns roles. If groups become stuck, ask questions such as:

- *Where will you hold the carnival? Will you need permission there?*
- *Who must approve the date and time?*
- *How much time will you need to allow for setting up and tearing down?*
- *How will volunteers communicate?*
- *How will people find out about the carnival? Will you need to create signage or advertise?*
- *Do guests need to RSVP? Will you sell tickets?*
- *Do you need corporate sponsors to help fund the event?*
- *What will people do at the carnival (food, games, entertainment, etc.)?*
- *Will people use money or tickets for various items? How will people be able to pay (cash, credit, etc.), and, if cash, how will you be prepared to offer change as needed?*
- *Will you need to rent equipment or purchase supplies?*
- *Who will help at the various booths? Will someone be in charge of managing and training volunteers?*
- *How will you address safety? What emergency plans will be in place?*
- *How will the carnival raise funds, and how will the money raised be used? (Should this purpose be stated on your advertising?)*

4. Allow groups to spend another 10 minutes discussing their plans in more detail. Then come back together as a group to share plans. Have each team present a brief overview of their event plans.

ADVISOR NOTE

Some sample questions above and below will help the participants get the most out of the session and make them think. The questions are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

REFLECTION

Focusing Questions

*What was the purpose of the activity? Why did we do it?
Which parts of today's session did you enjoy most?
What new things did you learn?*

Analysis Questions

*What was most surprising to you about trying to plan an event?
Which parts seemed to be the most challenging?
Which parts did you enjoy most?
Why do you think project management is important in the field of engineering?
What are some challenges you expect engineering project managers encounter? How might they overcome them?*

Generalization Questions

*What aspects of engineering project management would you like to learn more about?
What subjects in school do you believe you will need in order to pursue a career in engineering project management?*

ADVISOR AND OFFICER REVIEW

After the meeting, address the following:

- Identify what was successful from the meeting.
- Identify what needed improvement.

Schedule an officer and Advisor planning meeting to prepare for next the post meeting or activity.

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SELLING

DESCRIPTION

In this session, participants will learn about the selling process, whether it involves selling an actual product or convincing others to see your point of view.

CATEGORY

- Business
- College and Career Prep

OBJECTIVES

By the end of this session, participants will be able to:

- Identify the different elements of the selling process.
- Develop selling skills that can be used productively on a wide variety of people.

SUPPLIES

- Paper
- Writing utensils
- Empty consumer product packaging, such as for kitchen appliances, electronics, etc.—one item per pair of Explorers

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussion, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Opening Activity

The Listening Quiz

Distribute a pen or pencil and a sheet of paper to each participant.

Say: Print your name in the top-left corner of the paper. I am going to read seven questions. Your job is to listen, write down the question number, and write down the answer to the question. I will read each question only once, and you may not take notes. This quiz will serve as an assessment of your listening skills.

- 1. You need to travel to trade shows in California, Florida, Wisconsin, South Dakota, and Maryland. Which of these states contains the letter S? Wisconsin and South Dakota.*
- 2. You work for Big P Food Distributor. You sell potatoes, potato chips, pretzels, pop, peanuts, popsicles, and posies, and you promise next-day delivery. On Thursday, one of your customers orders pop, peanuts, popsicles, and potatoes. True or false: You'll be able to deliver this complete order. True.*
- 3. You sell various types of rides to amusement parks and carnivals. The Ferris wheels in your product line have catalog item numbers of F-443, F-1668, F-235, F-126, and F-37. How many catalog items have two numerical digits? One. The F-37.*
- 4. How do you say J-O-K-E? (Ask for verbal response.)*

How do you say P-O-K-E? (Ask for verbal response.)

How do you say B-L-O-K-E? (Ask for verbal response.)

How do you say S-M-O-K-E? (Ask for verbal response.)

Write down what you call the white of an egg. Albumen or egg white. The white of an egg is not the yolk (or yoke).

5. You sell class rings and graduation invitations. While exhibiting your wares on campus one day, several students placed orders. The first one was Susan, then Johnny, Penny, Malcolm, Larry, and Amy. Who was the fourth student to place an order? Malcolm.

6. You sell irrigation equipment to farmers. Farmer Fred in Omaha said that he had an acre square of land that needed to be irrigated. Farmer Frank in Tulsa said he had a square acre that needed to be irrigated. True or false? True or False: Their property is the same size and shape, and you can sell them both exactly the same irrigation system. False. Although the area may be the same, there may be a difference in shape. An acre square is square. A square acre may be square, it may be long and thin, or it may be broken into parcels.

7. You sell fruit to fruit stands. During your calls today, Mr. Cherry bought some oranges, Mrs. Lemon bought some pears, Mr. Fig bought some apples, Mrs. Kiwi bought some grapes, and Mrs. Berry bought some bananas. Who bought the apples? Mr. Fig.

Go over the answers, then say: *Listening also involves retaining information, not having expectations about the message, and not being limited by your own frame of reference. Finally, how many of you PRINTED your name in the top-LEFT corner of the paper, as I had asked?*

Activity 1

Overview of Selling

Present the following overview of selling to participants.

Personal selling is the process of engaging customers, making sales, and building customer relationships.

The selling process consists of seven steps:

1. Prospecting and qualifying
2. Preapproach
3. Approach
4. Presentation and demonstration
5. Handling objections
6. Closing
7. Follow-up

The first step is **prospecting and qualifying**—identifying qualified potential customers. Salespeople want to call on those who are most likely to appreciate and respond to the company's value proposition—those the company can serve well and profitably.

Preapproach is the stage in which the salesperson learns as much as possible about the organization (what it needs, who is involved in the buying) and its buyers (their characteristics and buying styles).

During the **approach** step, the salesperson should know how to meet and greet the buyer and get the relationship off to a good start.

During the **presentation and demonstration** step of the selling process, the salesperson tells the “value story” to the buyer, demonstrating how the company’s offer solves the customer’s problems.

In **handling objections**, the salesperson should use a positive approach, seek out hidden objections, ask the buyer to clarify any objections, take objections as opportunities to provide more information, and turn the objections into reasons for buying.

Closing refers to a salesperson asking the customer for an order.

And finally, **follow-up** refers to a salesperson following up after the sale to ensure customer satisfaction and repeat business.

A company may have an **outside sales force** (or field sales force), an **inside sales force**, or both.

Outside salespeople travel to call on customers in the field. In contrast, inside salespeople conduct business from their offices via telephone, online and social media interactions, or visits from buyers. Technical sales support and sales assistants are other examples of inside salespeople. For example, technical sales support people provide technical information and answers to customers’ questions. Sales assistants provide research and administrative backup for outside salespeople. Telemarketers and online sellers use the phone, internet, and social media to find new leads, learn about customers and their businesses, or sell and service accounts directly.

The sales force serves as a critical link between a company and its customers. They represent the company to customers and also represent customers to the company.

Most companies want their salespeople to practice **value selling**—demonstrating and delivering superior customer value and capturing a return on the value that is fair for both the customer and the company. Value selling requires listening to customers, understanding their needs, and carefully coordinating the whole company’s efforts to create lasting relationships based on customer value.

(Activity 1 content from *Marketing: An Introduction*, 13th ed., by Gary Armstrong and Philip Kotler, ©2017 by Pearson Education. Used with permission.)

Activity 2

Sales Presentations

Divide Explorers into teams of two and give each team one of the consumer product packages. (Note: You can also use actual products.) Review the various steps in the sales process and have the teams develop a sales presentation for their products. They will work together to develop a sales pitch and then will have to decide who is going to be the seller and who will be the buyer. Have each team present in front of the larger group, with participants providing constructive feedback, both pros and cons. Use the following list as a guide:

- The approach (why would a potential customer want to listen to you?)
- The sales presentation (presenting to the potential customer)
- Handling objections (responding to potential customer’s concerns)
- The close (the handshake and agreement)

REFLECTION

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to your post or specific focus area.

- *How can your knowledge of the selling process make you a better consumer?*
- *What was the most difficult part of the sales presentation activity?*
- *Is there anything that you need more information on or were unclear about?*
- *Why is this topic important?*

ADVISOR AND OFFICER REVIEW

After the meeting, address the following:

- Identify what was successful about the meeting.
- Identify what needed improvement.
- Schedule an officer and Advisor planning meeting to prepare for the next post meeting or activity.

SETTING SMART GOALS ACTIVITY

DESCRIPTION

Getting things done involves setting goals. Making a goal “SMART” is the first step in meeting it.

CATEGORY

- Life Skills
- SMART Goals
- Goal Setting
- Decision Making

OBJECTIVES

By the end of this session, participants will be able to:

- Identify the value of time.
- Identify some specific steps to take to help work toward goals.
- Create SMART goals.

SUPPLIES

- Computer (with Internet access)
- Video projector
- **SMART Goal Questionnaire and Examples**, two copies per Explorer (see resources)

ADVISOR NOTE: Text in italics should be read aloud to participants. As you engage your post in activities each week, please include comments, discussions, and feedback to the group relating to **Character, Leadership, and Ethics**. These are important attributes that make a difference in the success of youth in the workplace and in life.

ACTIVITIES

Introduction

Watch the following video (5 minutes): www.youtube.com/watch?v=nJRd-yzC5GI

[short URL: <https://goo.gl/XNjiaU>]

Questions for discussion:

- *What is the difference between a wish and a goal?*
- *What did the narrator mean when she said, “Every problem has a solution?” How can that perspective help you set and achieve goals?*
- *What is the difference between the questions, “What will you do” and “Who will you be?”*

Say: One of the important things you can do when setting a goal is to be clear about what you want to accomplish. We are going to discuss a special way to come up with clear goals.

Give Explorers two copies each of the **SMART Goal Questionnaire and Examples** activity sheet. Explain what a SMART goal is, and give participants some examples of the S-M-A-R-T guidelines (see resources).

ACTIVITY 1

Jonathan's SMART Goals

Share this story.

Jonathan, an eighth grader, wants to pursue a career in the field of sports medicine. After talking with adults in different areas of sports medicine, reading information in books and journals, and identifying his strengths and weaknesses, he has narrowed down his choice to physical therapy, perhaps even owning his own company someday. During the summer, he plans to volunteer at the physical therapy office close to his home. By the time he is ready to work part-time, he will have gained exposure to what the job might be like. Based on this, he has written goals that will guide his desire.

Tell the participants that they will use the story about Jonathan to practice writing SMART goals. Have them break into small groups to begin writing SMART goals for Jonathan. After a few minutes have them share their suggestions for the "S" goal, the "M" goal, the "A" goal, the "R" goal, and the "T" goal for Jonathan. Then discuss as a group and modify a set of SMART goals for Jonathan.

ACTIVITY 2

Personal SMART Goals

Next, tell Explorers they are going to do this again, but for a personal goal or dream. Tell them to envision something they dream about achieving or something they need to get done in the next week. Then take a few minutes to jot down some notes on a SMART goal to help accomplish that dream or task. Walk around and provide assistance as participants struggle with the process. They will need additional clarification or examples the first time they practice this method of writing goals.

Ask:

- *Do you think writing your goal in the SMART format might help you accomplish your goal?*
- *Can you think through your goal with these SMART elements in mind?*

Say: Most businesses today use this SMART method for writing goals for the year. Now that you know how to do this, you will have an advantage over others who have never written a SMART goal. And you will probably accomplish more because you are clear about what you want to achieve and have thought through the steps you will take.

- *Do you think this is a good way to set a goal for yourself? Why?*

ADVISOR NOTE

Some sample questions are below. They are designed to help the participants apply what they have learned to their own interests. You are welcome to use these questions or develop your own questions that relate to the Post or your specific focus area.

REFLECTION

Focusing Questions

- *What is the value of setting a goal?*
- *What is the value of setting a SMART goal?*

Analysis Questions

- *What is the greatest challenge you see in making SMART goals?*
- *How can a SMART goal help you distinguish between a wish and a goal?*

- Generalization Questions
- *What sort of SMART goal might Jonathan make to help reach his goals?*
 - *How is a SMART goal part of creating a solution to the questions, “What will you do?” and “Who will you be?”*

RESOURCES

S	SPECIFIC
M	MEASURABLE
A	ATTAINABLE
R	REALISTIC
T	TIME DEPENDENT

SMART Goal Questionnaire

1. Specific. What will the goal accomplish? How and why will it be accomplished?

2. Measurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

3. Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

4. Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

5. Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

SMART Goal Examples

Broad Goal: I want to start a business.

- **Specific:** I will sell handmade cards through Etsy.com.
- **Measurable:** I will be ready to take my first Etsy order within four weeks, and I will aim to sell a minimum of five cards per week.
- **Attainable:** I will get set up on Etsy first. Then, I will build an inventory of 30 handmade cards to sell. Finally, I will promote my business and build customer relationships through [word of mouth](#), referrals, and local networking.
- **Relevant:** Selling handmade cards will allow me to benefit financially from my favorite hobby.
- **Time-Based:** My Etsy store will be up and running within four weeks, and I will have an inventory of 30 cards to sell within six weeks.

SMART Goal: Within a month, I am going to get set up to sell handmade cards on Etsy, which will allow me to benefit financially from my favorite hobby. Within six weeks, I will have an inventory of 30 handmade cards to sell and will aim to sell a minimum of five cards per week, building customer relationships through word of mouth, referrals, and local networking.

Further Resources

The following resources can be found at www.exploring.org

Exploring Guidebook for Leaders

This guide should be the first stop for both youth and adult leaders in the Exploring program. The guide provides information and policies related to overall management of an Exploring post or club.

6th, 7th, and 8th Grade Curriculum

This curriculum provides supplemental character and life skills activities for an Exploring club program. It includes nearly 80 weeks of lesson plans.

Leadership Development Workshop

The Leadership Develop Workshop is a series of classroom modules designed to prepare young men and women to take leadership roles within their Exploring post or Exploring Officers Association. The workshop can be done in one day or over multiple days.

Exploring Officers Association Guide

This guide contains the steps to starting a district or council level Exploring Officers Association (EOA). The EOA's purpose is to empower youth leaders from Exploring posts to come together and plan activities and training for all Exploring programs in their district or council.

Safety First Guidelines

It is important to ensure that all activities planned in an Exploring program are done properly and safely. The Safety First Guidelines is an absolute must-have resource when planning and carrying out Exploring programs.

Activity Library

The Activity Library is a dynamic source of activities related to all career fields on Exploring. This resource includes lesson plans for everything from fingerprint analysis to changing a tire.

Fiscal Policies and Procedures and Budget Planning Worksheet

These tools assist the youth and adult leaders in handling the finances of an Exploring post or club, or a specific activity they are planning.

Calendar Templates

The following are blank templates for the full year, school year, and semester calendar formats. Fill in the blanks using your own post's needs and be sure to include industry-specific lessons, character lessons from this curriculum, and monthly activities.

	September	October	November	December	January	February
Week 1	Open House					
Week 2	Icebreaker Activity					
Week 3	Elect Officers			Holiday Break		
Week 4	Host Explorer Family Picnic		Holiday Break	Holiday Break		

	March	April	May	June	July	August
Week 1						
Week 2						
Week 3	Spring Break					
Week 4						

	September	October	November	December	January	February	March	April	May
Week 1	Open House								
Week 2	Icebreaker Activity								
Week 3	Elect Officers			Holiday Break			Spring Break		
Week 4	Host Explorer Family Picnic		Holiday Break	Holiday Break					

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Icebreaker Activity							
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Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

Week 15

Week 16

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