

---

# E-Learning Curriculum Guide

for

## Exploring Certification

and

## Learning for Life

### Curriculum Based Certification

---



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

Council: \_\_\_\_\_

**Learning for Life**  
1329 West Walnut Hill Lane  
P.O. BOX 152225  
Irving, TX 75038  
P: 972-580-2433  
F: 972-580-2137

#### **NOTE TO STAFF LEADER OR EXPLORING/LFL REPRESENTATIVE**

*Please take time to work on this certification process together with your employee or volunteer. Schedule time on both of your calendars to review progress and questions. Involve other council staff members as needed and feel free to add other tasks and action items as needed.*

# Welcome!

Welcome to the Exploring Certification [F529] or Learning for Life Curriculum Based Certification [F530] course. We are excited to support you through the learning processes in this course! First, a few important notes:

- Both Certification courses are open to all BSA employees, no matter tenure or title
- Completion of either course (three parts) will be added to your employment record
- You must obtain approval from your Scout Executive to attend this course
- Upon completion you will be presented with your certificate at your local council

Next, we want to be sure you fully understand how these courses will benefit you in your career. Exploring is a program with a rich history within the BSA. Originally created in the 1930's, Exploring has morphed into what is now a career education program for 6<sup>th</sup> graders through 20 year olds. In 1991, Exploring became part of the Learning for Life program umbrella. Councils are often focusing more on growing and serving Explorer posts and clubs within their council boundaries. In response, the National Learning for Life and Exploring team has revamped both the Exploring Certification and Learning for Life Curriculum Based Certification courses to coach you on how to *fully* support your current and potential Exploring and Learning for Life programs. Both courses are designed to be interactive and experience based. These teaching methods are proven to increase retention of knowledge and skills, which will benefit both you and your volunteers.

Upon completion of three parts (listed below) of either course you will earn full certification.

## PRE-COURSE WORK

The pre-course work will provide you with the basic knowledge of not only the Exploring and Learning for Life programs, but also the basic skill sets required to effectively work with volunteers. You should be prepared to commit several hours to this content and work closely with your Staff Leader or Exploring/LFL Representative. The content of the pre-course activities will lay the groundwork for a meaningful classroom experience in the next portion of the Exploring Certification or Learning for Life Curriculum Based Certification course.

## CLASSROOM INSTRUCTION

You will receive six hours of interactive classroom instruction on the topics listed in the course syllabus. This is an opportunity to practice skills addressed during the pre-course work and to share ideas, experiences and best practices. These interactive activities will give you the confidence to complete the practical tasks required during the last portion of the Exploring Certification or Learning for Life Curriculum Based Certification course – your post course work.

## POST-COURSE WORK

You will have twelve months to complete required and supplemental tasks. This practical experience will propel you forward in growing and serving your Exploring and Learning for Life school or community based programs. During the course of completing these tasks you will naturally engage your community to further the positive impact of the Exploring and Learning for Life programs. Upon completion you will be presented with your certificate at your local council.

## Pre-Course Preparation for Exploring and/or Learning for Life Curriculum Based

PRO	VOL	TASK
✓		Order business cards with the Exploring and/or Learning for Life logos.
✓	✓	Update the council and district websites with the new role.
✓	✓	Recruit a mentor with Exploring and/or LFL Curriculum Based experience for the employee or volunteer and explain their role. The mentor may be outside of your council.
✓		Contact the national BSA help desk to request a “@lflmail.org” email address – in addition to the “@scouting.org” - if desired. This will ensure the employee receives the regular updates from the National Learning for Life & Exploring Office.
✓	✓	Sign up for the LFL Newsletter (Constant Contact distribution list).
✓	✓	Be sure to view the LFL internal site together (MyBSA > Resources > Learning for Life).
✓	✓	Together, review the council’s current inventory of Exploring and LFL bin items from National Supply. Toss out the old and order the new, updated items with the LFL bin item order form, found on the LFL info site in MyBSA > Resources > Learning for Life > Exploring > Forms.
✓	✓	Review the Exploring and Learning for Life mission, vision, position & affiliation statements found on the website: <a href="http://www.learningforlife.org/exploring">www.learningforlife.org/exploring</a> .
✓	✓	Complete Youth Protection Training (YPT) for Exploring and Adult Leader Basic Training at <a href="http://www.myparticipation.org">www.myparticipation.org</a> .
✓		Confirm whether or not your council includes Explorer posts, clubs and LFL groups in the council’s accident and sickness insurance policy.
✓	✓	If you have a Scout Shop, review the Exploring and/or Learning for Life merchandise currently sold. Create a plan to promote and sell appropriate Exploring and Learning for Life items in quantities as needed.
✓	✓	Discuss whether to add Exploring and/or LFL to the current council/district newsletter or to create a separate newsletter.
✓	✓	Review and make plans to achieve the Century Club Award recognition. Download the award application from the LFL info site in MyBSA > Resources > Links to BSA Info > Learning for Life > Exploring > Program > Awards.
✓	✓	Review the Journey to Excellence (JTE) Exploring District and Post/Club scorecards.
✓		Together with the council registrar, review the Middle School Explorer Club registration process. Registrars should enter special interest code 0999 for ALL clubs, no matter their specific career interest.

# Exploring Certification - Class Instruction



LESSON	TIME	LEARNING OBJECTIVES	TEACHING METHODS
<i>Introduction</i>	30 min	Discuss previously completed E-Learning modules and analyze their application	Quiz
		Distinguish commonalities between Scouting & Exploring terminology	Group game
		Describe how LFL & Exploring fit into the BSA	Discussion
<i>Navigating Online Exploring Resources</i>	30 min	Identify 3 main features of the public Exploring website	Online scavenger hunt with intentional worksheet
		Identify the 7 categories of the LFL Info site in MyBSA	
		Give an example of a LFL BIN item	
<i>Middle School Explorer Clubs</i>	30 min	List MSEC support materials for councils and sponsoring organizations	Demonstrate a lesson plan
		Describe 4 different program formats	Small group work
	<b>BREAK</b>		
<i>Fundraising in the Name of Exploring</i>	1 hour 15 min	Interpret and compare a variety of Exploring awards	Present awards to classmates
		Identify possible district/council wide events	Small group brainstorm rotation
		Outline the Career Card program	Calculate potential profits
		Name other fundraising examples	Group discussion
		Recognize opportunities to utilize the LFL Foundation	
	<b>BREAK</b>		
<i>Developing Exploring Committees</i>	1 hour	Relate committee structures to council/district needs	Group discussion
		Locate monthly action plans	Customize first month's action plan
		Prepare a list of potential committee members	Complete Exploring committee growth worksheet
	<b>BREAK</b>		
<i>Exploring Growth Plans</i>	1 hr 10 min	Interpret a career interest survey	Student led role plays
		Practice Career Survey & CEO Sales calls	
		Practice All in One Program Planning meeting	
		Participate in an Open House	
		Apply Exploring knowledge to a growth plan	Complete the Exploring growth worksheet
<i>Closing</i>	20 min	Locate best practices in online resources	Submit best practice form to national staff
		Measure course value	Individual tests and course evaluations
		Prepare for post-course tasks	Review paperwork

# LFL Curriculum Based Certification - Class Instruction



LESSON	TIME	LEARNING OBJECTIVES	TEACHING METHODS
<i>Introduction</i>	30 min	Examine previously completed E-Learning modules and analyze their application	Quiz
		Communicate how Curriculum Based LFL fits into the BSA	Discussion
		Distinguish commonalities between Learning for Life & educational/curriculum terminology	Matching game
<i>Navigating Learning for Life Online Resources</i>	20 min	Identify 3 main features of the public website	Online scavenger hunt with intentional worksheet
		Identify the 7 categories of the LFL Info site in MyBSA	
		Provide an example of a LFL BIN item	
<i>Explore LFL Digital Program</i>	40 min	Recognize the components of LFL digital program	Demonstrate a lesson plan
		Predict how the LFL digital program can be used in a school setting	Small group work
	<b>BREAK</b>		
<i>Evaluating LFL Value-Added Programs</i>	1 hr	Anti-Bullying	Small group work--research online resources and present findings to group, including ideas for marketing to customers
		Substance Abuse Prevention	
		Champions	Group discussion
		Catholic Companion	
Home School			
	<b>BREAK</b>		
<i>How to Sell Learning for Life</i>	1 hr 30 min	Evaluating how much LFL really costs your council	Generate a budget including your position and national fees
		Examine the school funding calendar	Research area school district websites for budget calendars
		Developing what to take on a sales call	Group discussion; participants will create a list
		Explore funding opportunities	Research pricing for LFL in-school products; communicate different funding options, including title funds and character cards
	<b>BREAK</b>		
<i>Learning for Life Growth Plans</i>	1 hr	Recognize who to approach	Continue work on growth worksheet
		School administrator sales call	Role-play scenarios
		Locate monthly action plans	Customize first month's action plan
		Identify new group & committee member prospects	Complete the LFL Curriculum Based growth worksheets
<i>Closing</i>	20 min	Locate best practices in online resources	Submit best practice form to national staff
		Examine the ways that Learning for Life school-based programs and Exploring can support each other	Group discussion
		Prepare for post-course work	Review paperwork

# Pre-Course Work



The following pre-course requirements must be completed prior to taking the classroom portion of the certification course. Bring this signed and completed form to class.

**Complete the following E-Learning modules online. Within 7 days of registering for this course online you will receive an email from Adobe Connect informing you that your account has been created. Log in at [www.bit.ly/1f0gzS](http://www.bit.ly/1f0gzS). Your ID is the email address used to register online for this course and your password is "password". Discuss the main points of each video with your Staff Leader or Exploring/LFL Representative. If you have previously watched these E-Learning modules as part of DOB (District Operations Basic), you are exempt from viewing the modules for this course. Simply note your DOB course number here: \_\_\_\_\_**

## 1. E-Learning Modules:

- |  |   |
|--|---|
| <input type="checkbox"/> What is Learning for Life?            | <input type="checkbox"/> Time matrix                  |
| <input type="checkbox"/> What is Exploring?                    | <input type="checkbox"/> ABC prioritization           |
| <input type="checkbox"/> Sell Exploring to a CEO *             | <input type="checkbox"/> Calendar and scheduling      |
| <input type="checkbox"/> Sell Exploring to school counselors * | <input type="checkbox"/> Time saving tips             |
| <input type="checkbox"/> Conduct an Exploring Open House *     | <input type="checkbox"/> What to carry in your car    |
| <input type="checkbox"/> Develop an Explorer Post Program *    | <input type="checkbox"/> PDS Basics                   |
| <input type="checkbox"/> Annual Planning                       | <input type="checkbox"/> PDS Components               |
| <input type="checkbox"/> Monthly planning                      | <input type="checkbox"/> Ethics                       |
| <input type="checkbox"/> Weekly planning                       | <input type="checkbox"/> Volunteer Cultivation        |
| <input type="checkbox"/> Backdating                            | <input type="checkbox"/> Volunteer/Professional Roles |
| <input type="checkbox"/> Big Rocks                             | <input type="checkbox"/> Evaluating Volunteers        |
| <input type="checkbox"/> Managing email                        |   |

*\* Required only for Exploring Certification*

**2. Complete the Exploring OR Learning for Life membership and committee growth worksheets.** Download the growth worksheets from MyBSA > Resources > Learning for Life > EXPLORING or LEARNING FOR LIFE > Forms > Growth Kit > Growth Worksheet. List at least 3 new post/club prospects and 3 new committee member prospects. Bring your completed worksheets to class. **VOLUNTEERS:** Work with your local Exploring or Learning for Life representative to complete this task together.

**3A. For EXPLORING Certification Only: Complete leader trainings.** Log in to your MyParticipation.org account (or create an account, if you haven't already) and complete the trainings listed below. Your MyScouting login information will also work with MyParticipation. Submit copies of your completion certificates with this worksheet.

- Explorer Leader Training
- Youth Protection Training – Exploring
- Ride Along Safety

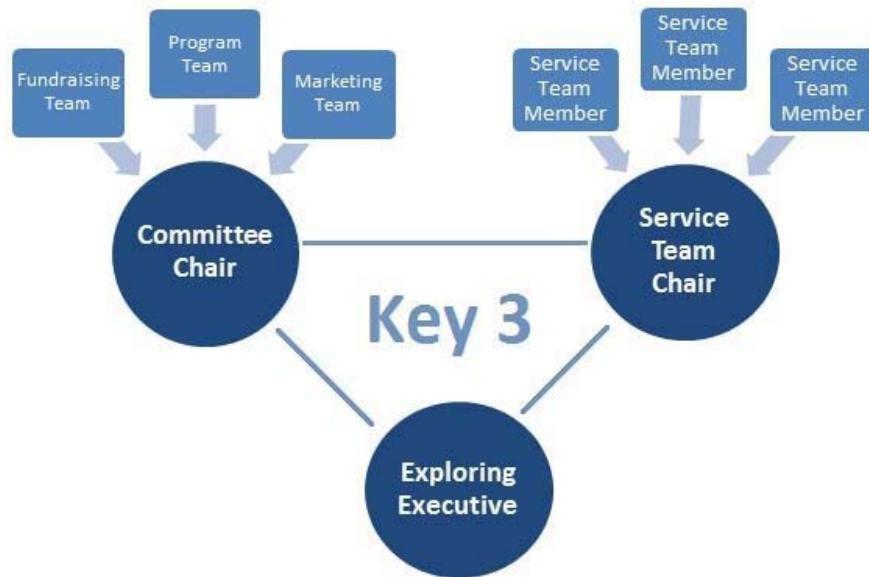
**3B. For LEARNING FOR LIFE CURRICULUM BASED Certification Only: Complete the online teacher training.**

Find the online teacher training modules on the Learning for Life website

(<http://learning.learningforlife.org/services/prek-12-training/educator/>). Complete all four modules. Submit copies of your completion certificates with this worksheet.

- Elementary
- 7<sup>th</sup>-8<sup>th</sup> Grade
- High School
- Special Needs

**4. Develop an Exploring OR Learning for Life District/Council Committee organizational chart.** Review the basic committee structure below. Review additional suggested committee structures on the internal LFL site at MyBSA > Resources > Learning for Life > Exploring > Committees > Structure. With your Staff Leader or Exploring/LFL Representative, consider combining your traditional district committee with an Exploring committee, or create a stand-alone Exploring committee. On another page, sketch either your current Committee structure or a draft of your planned committee structure.



**UPON COMPLETION OF ALL PRE-COURSE WORK, PLEASE SIGN BELOW. Volunteers do not require a Staff Leader or Exploring/LFL Representative signature.**

\_\_\_\_\_  
Participant Name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Council No.

\_\_\_\_\_  
Staff Leader Name & Title (IF PROFESSIONAL)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Exploring/LFL Representative (IF VOLUNTEER)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **E-LEARNING MODULES**

### **We Are Exploring and Learning for Life Curriculum Based (Week 1)**

**COMPLETE AT LEAST 4 WEEKS BEFORE CLASS DATE**

This curriculum provides participants with an overview of the Exploring and Learning for Life Curriculum Based programs. Participants first learn about the purposes of the Exploring and Learning for Life Curriculum Based programs and how these programs are structured.

**Estimated Viewing Time: 29 minutes**

#### **Modules to be completed: (module viewing time)**

- What is Learning for Life (7:41)
- What is Exploring (11:05)
- Ethics (10:00)

#### **Required Actions with Staff Leader or Exploring/LFL Representative:**

- Complete the “Preparing the Professional (new or not!) for Exploring and/or Learning for Life Curriculum Based Responsibilities” on page 3.
- Review list of key volunteers in the district and set meetings to visit with them.
- Review the online eLearning training schedule and emphasize weekly completion of modules.
- Ensure the executive can explain how Learning for Life fits into existing school curriculum.

#### **Suggested Discussion Topics and Actions for Staff Leader or Exploring/LFL Representative:**

- Exploring culture as it compares to Scouting culture – Exploring volunteers are more likely to be employees tasked with the “volunteer” Post Advisor duties. Career education program (Exploring) vs. hobby/high adventure (Venturing).
- 5 Areas of Emphasis: career opportunities, leadership experience, life skills, citizenship, and character education. It is the professional’s responsibility to coach Exploring leaders on how to incorporate the 5 Areas of Emphasis into their Post/Club program.
- Develop an “elevator speech” that describes how Exploring is connected to the Boy Scouts of America. Exploring is one of several programs offered under the Learning for Life program umbrella. Learning for Life is an affiliate of the Boy Scouts of America.
- Ethics. 3 Ethics Questions to Ask.
  - Is it legal?
  - Is it balanced?
  - How will it make me feel about myself?

## **E-LEARNING MODULES**

### **Managing Work (Week 2)**

**COMPLETE AT LEAST 3 WEEKS BEFORE CLASS DATE**

This curriculum provides an introduction to the annual, monthly, weekly and daily planning process commonly used in the nonprofit sector. Employees will learn techniques to prioritize their tasks and how they can meet volunteer needs by maintaining a professional field book and resource crate for meetings. Techniques for managing email, selecting a calendar system, and avoiding common time wasters are provided.

**Estimated Viewing Time: 1 hour, 30 minutes**

#### **Modules to be completed: (module viewing time)**

- Annual Planning Cycle (9:11)
- Monthly Planning (11:47)
- Weekly Planning (7:17)
- Backdating (9:03)
- Time Matrix (7:51)
- Big Rocks (3:23)
- Your Calendar and Scheduling (9:01)
- ABC Prioritizing (8:59)
- Managing E-Mail (11:20)
- Time Wasters and Time Savers (7:11)
- What To Carry With You In Your Car (3:39)

#### **Required Actions with Staff Leader or Exploring/LFL Representative:**

- Review the council and district calendars. Identify mandatory attendance at meetings/activities and place these dates on the executive's calendar.
- Discuss how and when to incorporate Exploring and/or LFL committee positions into existing committee structures, or how to create a separate committee.

#### **Suggested Discussion Topics and Actions for Staff Leader or Exploring/LFL Representative:**

- Review upcoming and possible Exploring and/or LFL events and help the staff member backdate key tasks. Verify an understanding of this concept by backdating an upcoming event.
- Discuss expectations about work schedules and calendaring, especially balancing traditional Scouting responsibilities with Exploring and/or Learning for Life.
- Emphasize the importance of completing tasks and projects on time.
- Discuss office time vs. time in the field.

## **E-LEARNING MODULES**

### **Exploring (Week 3)**

**COMPLETE AT LEAST 2 WEEKS BEFORE CLASS DATE**

This curriculum provides an overview of the Exploring programs. The previously completed “What is Learning for Life” and “What is Exploring” modules were designed to make executives aware of these programs. These additional Exploring modules provide executives with basic knowledge on key elements of organizing new Explorer posts. Modules address selling Exploring to CEOs and guidance counselors, and how to lead a post in designing a post program and conducting an Open House.

**Estimated Viewing Time: 50 minutes**

#### **Modules to be completed: (module viewing time)**

- Sell Exploring to a CEO (6:06)
- Sell Exploring to a Guidance Counselor (6:53)
- Develop an Exploring Post Program (7:19)
- How to Conduct an Open House (7:42)

#### **Required Actions with Staff Leader or Exploring/LFL Representative:**

- Review existing Exploring programs in the district.
- Discuss which schools utilize career interest surveys. Backdate key dates for each school.
- Ensure the executive can explain the Annual Memorandum of Understanding.
- Complete tasks 2 & 3A or 3B on the Pre-Course Worksheet for this Certification course on pages 4-5.**

#### **Suggested Discussion Topics and Actions for Staff Leader or Exploring/LFL Representative:**

- Review how Exploring membership impacts membership in the executive’s district.
- Introduce the executive to Learning for Life and Exploring volunteer leaders.
- Discuss areas for Exploring growth in the district.
- Explain how your council charges for the Learning for Life license fee.

## **E-LEARNING MODULES**

### **Performance and Development System (PDS) (Week 4)**

**COMPLETE AT LEAST 1 WEEK BEFORE CLASS DATE**

This curriculum provides an introduction to the Performance and Development System (PDS). Employees will learn about the planning cycle, SMART goals, competencies and the annual performance review cycle.

**Estimated Viewing Time: 20 minutes**

#### **Modules to be completed: (module viewing time)**

- PDS Basics (11:16)
- PDS Components (8:49)

#### **Required Actions with Staff Leader or Exploring/LFL Representative:**

- Establish 3 to 5 SMART goals.
- Discuss competency expectations.

#### **Suggested Discussion Topics and Actions for Staff Leader or Exploring/LFL Representative:**

- Discuss the quarterly and annual review process.
- Review and make plans to achieve the Century Club award requirements. Download the award application from the LFL info site in MyBSA > Resources > Links to BSA Info > Learning for Life > Exploring > Program > Awards.

## **E-LEARNING MODULES**

### **Volunteerism (Week 5)**

**COMPLETE AT LEAST 1 DAY BEFORE CLASS DATE**

In this curriculum participants will learn about the process of identifying, cultivating and evaluating volunteers in Exploring and/or Learning for Life. The participant will also learn about how to help volunteers become successful through training, recognition and evaluation. They will also learn about the volunteer and professional roles in fundraising campaigns.

**Estimated Viewing Time: 33 minutes**

#### **Modules to be completed: (module viewing time)**

- Volunteer Cultivation (8:16)
- Evaluating Volunteers (12:35)
- Volunteer and Professional Roles (12:00)

#### **Required Actions with Staff Leader or Exploring/LFL Representative:**

- Select a position that is currently vacant in the district and prepare a position description and position profile and review it with your Staff Leader or Exploring/LFL Representative.
- Review with your Staff Leader or Exploring/LFL Representative the current status of district volunteers.
- Go on a volunteer recruiting call with your Staff Leader or Exploring/LFL Representative.
- Review the most recent unit health analysis report with your Service Team Chair. Or build a plan to develop a unit health analysis report.
- Review Service Team Packet. The Service Team is the equivalent of Scouting's Commissioner staff. Download the Service Team Packet from the LFL info site in MyBSA > Resources > Links to BSA Info > Learning for Life > Exploring > Service.
- Review with your Staff Leader or Exploring/LFL Representative the current status of District Committee members and commissioner staff. Develop a plan to build an Exploring or LFL committee.
- Complete task 4 on the Pre-Course Worksheet for this Certification course on page 5.**

#### **Suggested Discussion Topics and Actions for Staff Leader or Exploring/LFL Representative:**

- Discuss the succession plan for volunteer positions in the district.
- Discuss networking opportunities the new executive should take advantage of in the local community.
- Demonstrate how to build a community power matrix through networking.
- Review objections that the Executive may get when recruiting volunteers.
- Review the concepts of lapsed unit, separated-reregistered unit and dropped unit.
- Review dates of commissioner staff / service team training.
- Review ways to fundraise in the name of Exploring and/or Learning for Life (career cards, Friends of Exploring, Character luncheon).

# E-Learning Frequently Asked Questions

## **How is the e-Learning content structured?**

Each week the participant will participate in a weekly curriculum based on a particular topic area in Exploring and/or Learning for Life. Curriculums are broken down into smaller learning chunks called modules. Modules take 12 minutes or less to view, with just a few exceptions. Each module has to be completed for the curriculum to be considered complete.

## **How much time does a participant need to schedule to complete the e-Learning program?**

The weekly curriculums are designed to take approximately 1 hour and 30 minutes of viewing time. In addition to viewing the module, the participant should budget a half hour a week for assignments that need to be completed and reviewed with their Staff Leader or Exploring/LFL Representative.

In addition to the e-Learning content, the participant will participate in on the job training with their Staff Leader or Exploring/LFL Representative based on the content of the e-Learning topic.

## **Does the participant need to download any software to be able to view the e-learning modules?**

The only system requirement for accessing the modules is that the computer have Flash Player 10 or higher installed on the computer. Flash player is commonly installed in 95% of computers already, but updating the version may be necessary. If the computer does not have Flash installed, the learning system will prompt the user on how to install Flash.

Adobe Connect does not require any other software installation.

## **How do participants make sure they get credit for completing a module?**

Users who are using the e-learning system to complete course content for a blended learning class, need to make sure that they are logging into the Adobe Connect website, using the individualized ID and password they were provided.

While e-learning content is available through the CPD website, taking a module from this location will not give them credit for completing that module, and the module will have to be taken again.

## **How does the participant score on the module quizzes impact my outcome in the course?**

The quizzes built within the modules are designed to be a learning tool and will not impact the participant completion of the course. Quizzes are used as a way for the participant to interact with the module and to increase learning. We provide feedback on all quiz questions that you answer so that if you are incorrect in your answer, you can learn why.

## **Can a participant test out of a curriculum by taking the exam before viewing the modules?**

Participants who have previously completed the full E-Learning curriculum for a District Operations Basic (DOB) course may opt out of the modules for the Exploring or Learning for Life Curriculum Based Certification courses by entering the DOB course number on the pre-course worksheet (page 4) in the designated section.

## **What might cause the module to stop working properly?**

Modules will run best when watched start to finish. When viewing a module for the first time we recommend that participants watch the module straight through. The participant can use the pause button on the navigation bar if they want to stop the module so they can take notes. Using the reverse button will sometimes cause the module to stop working correctly.

After participants have watched the module for the first time, use the table of contents and the forward and backward button on the module to review content that they want to see again or to reference a particular spot in the module.

## **A participant watched a module all the way through and is not getting a green check mark showing the module is complete in their learning plan.**

Most modules are designed so that participants are given credit for the module if they view 100% of the slides. Fast forwarding through slides will cause the system not to give credit for that slide. Be sure that the participant is viewing all the slides in a module completely.

If the participant watched a module all the way through and is not getting a green check mark showing that the module is complete in their learning plan, they do not have to watch the full module again. Please email [Steve.Yackel@Scouting.org](mailto:Steve.Yackel@Scouting.org) and provide the participant's name and the module where this occurred. We will give them credit for completing that module, and investigate the reason why it may not be giving them credit for completion.

## **Can the content for e-learning be viewed on an iPad?**

To build modules that are interactive and engaging to participants, we have chosen to use Flash technologies in the modules. The Apple iPad does not support Flash. To make the modules available on an iPad, the content would have been stripped down to a one directional learning environment which did not meet our learning objectives for the participants. Content can be view on any MacBook, laptop or desktop computer.