



Annual Report 2013



Learning for Life



Mission

To develop and deliver engaging, research-based academic, character, leadership, and career-focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.



Vision: PreK–12

To provide engaging and relevant PreK–12 solutions that positively impact academic performance, social and emotional maturity, character development, and career education for all students.



Vision: Exploring

To provide positive and meaningful real-world career experiences and leadership development opportunities for all teenagers and young adults in their chosen field of interest.

Our Guiding Principles

Youth Focused

Customer Oriented

Proactive

Innovative

Professional

Quality Driven

Fiscally Responsible

Clear and Direct in our Communications



Dear Colleagues,

We serve to give direction to the Learning for Life programs and are pleased to share stories that demonstrate our success in 2013.

Join with us as we document the progress we continue to make in impacting the character and career development of the youth we served in 2013.

Our programs help dedicated adults in schools and community groups deliver the ingredients that so many of our young people across America need to grow into productive citizens.

Together with our National Executive Board, staff, executives, and volunteers in local offices, we are proud to keep enabling all students to achieve their full potential!

Sincerely,

Dr. David Briscoe
Chairman, Learning for Life

Marty Walsh
National Director, Learning for Life

Integrated Academic and Character Development Programs

Program Features

How the Learning for Life Curriculum-Based Program Works

Learning for Life features grade-specific, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum for preK–high school. Lessons are designed to be conducted by the classroom teacher in conjunction with the core curriculum. The Learning for Life curriculum is research-based, and our content team has uniquely embedded character development traits into lessons that are aligned to core curriculum standards in all 50 states. This provides authentic practice of core curriculum topics and skills within critical character development and life skills lessons.

Learning for Life is an action–learning process and uses engaging teaching techniques such as role-playing, small-group discussions, reflective and moral dilemma exercises, online interactive lessons, and hands-on activities. The reflective portion of each lesson is the pivotal point at which youth have the opportunity to think about what they’ve learned and integrate the experience into real life.

Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas, such as critical and creative thinking, conflict resolution, decision making, interpersonal relationships, practical life skills, self-esteem, writing and language arts, citizenship, and personal fitness.



Additional Program Features

Harassment, Bullying, and Cyber-Intimidation in Schools

This feature discusses definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. Videos address what we know about these troubling areas. Students will explore preventive strategies as well as how school staff can address these issues as they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all.

K-6 Substance Abuse Prevention

This program targets “entry” drugs (inhalants, alcohol, tobacco, prescription drugs, and marijuana). The program focuses on making good decisions and learning consequences of behavior. It is based on explaining how substances affect the body and practicing healthy habits. Lessons educate students about the consequences of substance abuse on self and others. This is done through language arts, science, and consumer awareness activities embedded within the lessons.

Included in the Substance Abuse Prevention program are many of the best practices of teaching, such as having students work in small groups, engaging in kinesthetic activities, using higher-order thinking skills, and defending their understanding. Learning for Life also includes a Family/Home Activity for each lesson that enables students to apply what they have learned in the classroom while including parents or guardians in substance abuse prevention for their child.



Champions™ Special Education

“Serving Youth with Special Needs”

The Learning for Life Champions™ program provides students who have mental disabilities with help in developing social/personal, life, and self-concept skills to help them achieve greater self-sufficiency.

The Champions™ Special Education program is organized into two major components:

- Champions™ Daily Living Skills program
- Champions™ Transition Program

The Champions™ Daily Living Skills Program

The Champions™ Daily Living Skills program includes lesson plans centered on a skill-oriented theme, with activities designed for class or individual use. Areas covered include:

- Self-concept—Students develop personal, social, and civic awareness.
- Personal and social skills—Students focus on how emotions affect their behavior and the behavior of others.
- Life skills—Students learn skills for independent living, including personal hygiene, meal preparation, and job preparedness training.
- Recognition—An honor chart displays each student’s achievements, so that all students are receiving some kind of recognition.

The Champions™ Transition Program (for high school-aged youth)

Special needs students must leave high school before age 22. Many are unprepared for the workforce because they do not have a transition plan and have not mastered basic skills. The federal Individuals with Disabilities Act of 1990 requires public schools to start a formal transition plan by the time the student turns 16 years of age.

Learning for Life has developed a program called the Champions™ Transition Program to help school districts, teachers, and parents guide their special needs students through this transition process. The program includes fun and engaging activities and lessons to help teachers instruct students ages 16–21 in life skills needed to achieve self-sufficiency and success as an independent, productive member of society.



What Is Exploring?

Everyone Wins With Exploring!

Exploring will be one of the best opportunities you offer your company, your employees, and the youth of your community.

“My daughter wants to be a doctor, so the Health program was a wonderful experience! It gave her the opportunity to learn from actual medical professionals. Many young men and women who want to enter the medical profession never get a chance to actually explore what a medical professional does on a daily basis. The Explorer program gives them a snapshot into their possible future.”

—Jason B., parent

“The students were not sure what they wanted to do in the future and now they have a clear pathway.”

—Elizabeth S., Explorer advisor

“I would participate again because I found the program very helpful and I enjoyed meeting new people with the same goals and interest as myself.”

—Stephanie R., Explorer

Exploring is Learning for Life’s career education program for young men and women who are at least 14 (and have completed eighth grade) and not yet 21 years old. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, economic status, and citizenship are not criteria for participation.

Exploring is all about helping young adults make a more informed decision about future careers and determine if a particular career is the right one for them. Typically, a young adult will get involved, learn about a career, and decide to pursue it OR learn enough about the career to determine it’s not the right fit for them. It’s better to learn as a young adult that a career is not for you than to spend lots of money on an education only to then discover you don’t like the career!

Exploring leaders volunteer their time to provide real-world career experiences for young adults. Exploring is not about lectures and slide shows—it’s about gaining practical experience in a career field. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Real World Career Experiences

Exploring is an innovative, worksite-based program. Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Local community organizations initiate a specific Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their special interests, grow, and develop. The 12 career fields are aligned to the 16 U.S. Department of Education career clusters.

Exploring Career Fields



Law Enforcement Exploring— National Police Week 2013

By Michael Todd

On May 12, 2013, Law Enforcement Explorers from Post 1875, sponsored by the Pinal County (Ariz.) Sheriff's Office, conducted a Law Enforcement Exploring wreath presentation at the National Law Enforcement Officers Memorial in Washington, D.C. The ceremony was conducted on the first day of National Police Week. Twenty-five Pinal County Law Enforcement Explorers, led by National Youth Representative Lorenzo Teruya who serves as the post's captain, and five advisors traveled from Arizona to the nation's capital to conduct the ceremony and observe other National Police Week activities.

The wreath presentation ceremony for Law Enforcement Exploring was conducted immediately after the Law Ride wreath-laying ceremony, which involved an honor guard drawn from 1,500 law enforcement officers who rode their motorcycles from RFK Stadium to the memorial, and before the arrival of the Police Unity Tour, comprised of 1,600 law enforcement officers on bicycles who rode 250 miles from Portsmouth, Virginia. Participants and observers from both of these events were able to observe the impressive wreath-laying ceremony conducted by the Pinal County Sheriff's Office Explorers.

The Law Enforcement Exploring wreath was placed in front of a panel on the east wall of the memorial containing the name of Kenneth Novak, a former Law Enforcement Explorer who, as a police officer, was shot to death while checking a suspicious vehicle. Thousands of law enforcement officers from throughout the country as well as tourists who visited the National Law Enforcement Officers Memorial during National Police Week had the opportunity to see the wreath from Law Enforcement Exploring that was presented in tribute to all law enforcement officers who have made the ultimate sacrifice in service to their community and country.





2013 National Aviation Exploring Scholarship Recipients



Professional Aviation Degree—\$10,000

Robert Soler

(Windy City Flyers, Post 9,
Buffalo Grove, Illinois, Northwest Suburban Council)

Robert's current goal is to become a commercial pilot. He is in the process of completing his private pilot license. The president of his post, Robert has volunteered at EAA AirVenture in Oshkosh, Wisconsin, and has interned at Windy City Aviation in Wheeling, Illinois. He has flown solo, finished his third check ride, and passed his previous check flights with a score of 95 or above.

Pilot—\$3,000

Enrique Esparza

(Tomorrow's Aeronautical Museum, Post 409,
Compton, California, Los Angeles Area Council)

Enrique's dream as a young adult is to serve his nation by becoming a Marine pilot. He is currently enrolled in Tomorrow's Aeronautical Museum where he is learning the basics of aviation. This competitive program is demanding, requiring a 10-week commitment. The program includes weekly ground school training plus college/career preparation, field trips, guest speakers, and one-on-one flight lessons with a certified flight instructor. Enrique plans to study at Northridge University and transfer to Arizona State University to study aviation.

Pilot—\$3,000

Conner Cameron

(CAF, Post 2352, Mesa, Arizona, Grand Canyon Council)

Conner's involvement in Exploring has given him the opportunity to study ground school material, gain knowledge of aircraft flight and maintenance, and increase his flight hours. His initial aviation career goal is to obtain his private pilot license. Once this is achieved, he plans to acquire his instrument rating and continue his studies toward a commercial pilot license. Conner has spent time marshaling aircraft at Falcon Field Airport during special events. He is active in his school's symphony orchestra where he has held first chair in the cello section, and he has also volunteered at a homeless shelter, providing entertainment to kids.

Maintenance—\$3,000

Hunter Nedin

(CAF, Post 2352, Mesa, Arizona, Grand Canyon Council)

Hunter is currently working toward several aviation career goals. He hopes to complete his first solo on his 16th birthday. He also plans to continue in Aviation Exploring to further his training and education in order to earn his private pilot license by age 17. Hunter wishes to become a certified flight instructor and teach others how to become the best pilots they can be by utilizing the skills he has been taught. Hunter is currently a member of the Aircraft Owners and Pilots Association. He is lead in his group of Aviation Explorers and responsible for delegating, instructing others safely, and ensuring tasks are completed properly and in a timely manner. Hunter has volunteered for numerous charities.

Maintenance—\$3,000

Marq Olinger

(Ivy Tech Aviation Technology Department/EAA Chapter 2, Post 2305, Fort Wayne, Indiana, Anthony Wayne Area Council)

Marq's goal is to become an aviation engineer. He is currently in the Anthis Aviation program where he is working on his A&P license. He will have his Powerplant license by the end of the year and then will continue on to earn his Airframe License. Marq also wishes to obtain his pilot's license. He will attend his first Aviation Explorer Camp in Oshkosh this year.

Avionics—\$3,000

Nicholas Dereshkevich

(Eastern Cincinnati Aviation (Sporty's), Post 78, Batavia, Ohio, Dan Beard Council)

From a very early age, Nicholas has wanted to pursue a career in aviation. He has volunteered at the local Civil Air Patrol organization, showing a strong work ethic.

Avionics—\$3,000

Joseph Myers

(CAF, Post 2352, Mesa, Arizona, Grand Canyon Council)

Joseph's interest in aviation was fueled by his father, who works in the aviation field. Becoming a pilot would enable Joseph to travel the world and visit new sites while having a career he loves at the same time. He credits Aviation Exploring and his father with providing him with the aviation knowledge he has thus far. Joseph has been involved in rebuilding an Army H-19, S-55 helicopter for two years with his Explorer post. He is currently involved in track and field and football in high school.

Management—\$3,000

Jennifer Guetterman

(AFI Flight Training Center, Yorba Linda, California, Orange County Council)

Jennifer is attending Cypress Community College where she is working on her Associate of Science in Commercial Pilot. She hopes to transfer to Southern Illinois University's Mt. San Antonio College to complete a Bachelor of Science in Aviation Management by the spring of 2015. Jennifer hopes to teach aviation courses at a local college or obtain a management position at an FBO or flight school. She is also in pursuit of her Certified Flight Instructor certificate, which will allow her to instruct at a flight school.



2013 National Aviation Exploring Scholarship Recipients



Management—\$3,000

Timothy Hinkle

(Southeast Iowa Regional Airport, Post 747,
Wapello, Iowa, Mississippi Valley Council)

Timothy is studying engineering physics and spacecraft systems, and he has been accepted to Embry-Riddle Aeronautical University. He hopes to work or intern at a job that will allow him to get experience in his field of study during the summer. He sees himself either working for a commercial space company or using his new skills to help design or test systems that could help the U.S. space program. Timothy has done various activities with his post such as visiting AirVenture Oshkosh, conducting glider and powered flights, navigation training, learning to wash planes, and visiting the James S. McDonnell Prologue Room at Boeing in St. Louis.

Management—\$3,000

Susan Johnson

(Wood County Regional Airport Authority, Post 1261,
Bowling Green, Ohio, Erie Shores Council)

Susan is currently enrolled in Private Pilot Ground School at Bowling Green State University. With her Aviation Exploring post she is learning ground school on an informal basis. Susan was able to enroll in Private Pilot Ground School through Ohio's Post Secondary Enrollment Options program at no cost and will receive high school credit. She will take the FAA Private Pilot written test after completion of her classes and will then take flight lessons to earn her private pilot license. She wishes to attend the Naval Academy and become a fighter pilot and an astronaut.

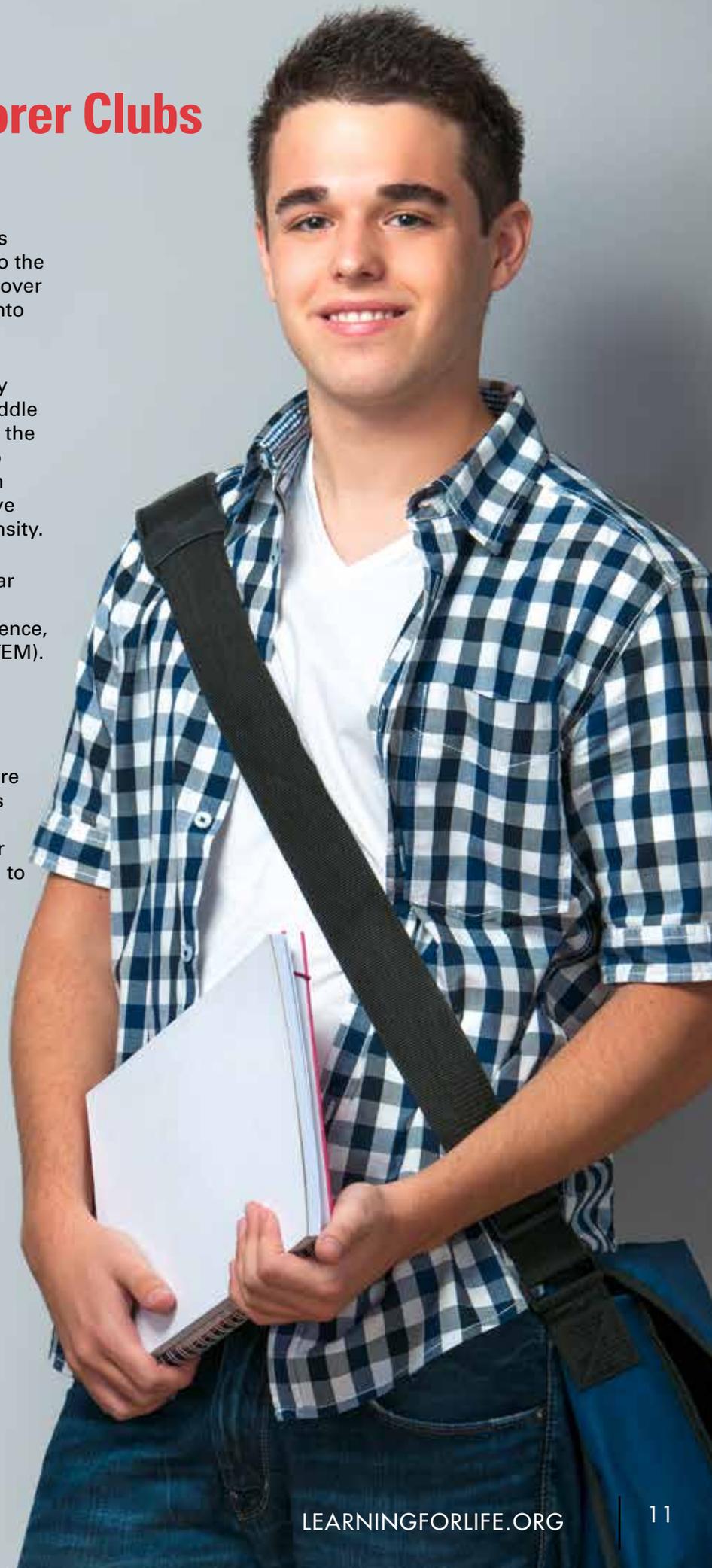
Middle School Explorer Clubs

Interest in the concept of career orientation has skyrocketed in recent years, due in large part to the focus of the U.S. Department of Education. All over the country, schools are conducting research into the career interests of middle school students.

The national Exploring office has responded by creating new and innovative coeducational Middle School Explorer Club programs for students in the sixth, seventh, and eighth grades. There is also a new Explorer Journey to Excellence program through which councils and districts will receive recognition for growth in membership and density.

The clubs offer an array of options. One popular choice features presentations by professionals from across several career fields, including science, technology, engineering, and mathematics (STEM). Another choice is to focus on one particular field, such as law enforcement or fire and emergency services.

All programs include hands-on activities and are sponsored by schools, service clubs, chambers of commerce, or PTAs. In addition, Explorers, members of the career orientation program for young adults ages 14 to 20, provide mentoring to the youth in the clubs.



Participation Totals

Exploring*

PROGRAM	EXPLORERS	ADULTS	POSTS
Exploring	109,665	25,892	4,881
Middle School	5,229	278	177

Learning for Life*

PROGRAM	YOUTH	ADULTS	GROUPS
Elementary	294,345	1,058	923
Middle School	50,453	207	283
High School	55,357	144	175
Special Needs	18,329	482	520

*Totals as of December 31, 2013

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