

Exploring



ARTS AND HUMANITIES EXPLORER POST PROGRAM GUIDE

Table of Contents

What Is Arts and Humanities Exploring?

Organizing an Arts and Humanities Explorer Post

Five-Step Plan for Arts and Humanities Explorer Post Program

Development

The Five Areas of Program Emphasis: Suggested Program Ideas for Arts
and Humanities Posts

Arts and Humanities Exploring Program Support

General Post Program Development Resources

Sample Agenda: Regular Post Meeting

Arts and Humanities Appendix: Career Achievement Award Information,

Career Opportunities Worksheet, Sample Program Calendars, and

Program Development Forms

WHAT IS ARTS AND HUMANITIES EXPLORING?

Exploring is the career component of Learning for Life. Explorers are young men and women who have completed the eighth grade and are 14 years of age, or are at least 15 years of age but have not yet reached their 21st birthday.

Young adults join Explorer posts to gain insight into a variety of programs that offer leadership experience, citizenship training, life skills, character education, and career opportunities through hands-on activities. Exploring is experimental learning with lots of fun-filled, hands-on activities. It promotes the conditions necessary for the growth and development of adolescent youth.

Young people need experiences that allow them to interact with peers and acquire a sense of belonging; gain experiences in decision making; discuss conflict in values and formulate their own value systems; reflect on self in relation to others and discover more about themselves by interaction; experiment with their own identity; participate as a responsible member of a group; and cultivate a capacity to enjoy life. Exploring can provide these experiences in wholesome, well-planned programs run by youth members and assisted by adult advisers.

The Five Areas of Program Emphasis is the basis of well-developed, planned program.

The Five-Step Plan for Explorer Post Program Development is the method used to organize a post program.

ORGANIZING AN ARTS AND HUMANITIES EXPLORER POST

Each year Learning for Life requests support from business, industry, military, professional, service, and other community-based organizations across the country to operate Explorer posts.

The organization interested in Arts and Humanities Exploring is known as the participating organization. These participating organizations provide the program assistance for Explorer post meetings, activities, and trips through caring adult volunteer leaders recruited from the organization.

There is a five-step process to organize a post and develop the post's program. Each participating organization, through its executive officer, agrees to:

- Recruit adult volunteer leaders
- Complete the annual Memorandum of Understanding
- Utilize the Arts and Humanities Career Opportunities Worksheet
- Organize supplementary business program ideas
- Develop a post calendar
- Provide meeting facilities

Learning for Life provides:

- Program development support and resources
- Adult and youth leadership training
- Liability insurance for the organization and adults
- Planned activities
- Ongoing volunteer and staff service



FIVE-STEP PLAN FOR ARTS AND HUMANITIES EXPLORER POST PROGRAM DEVELOPMENT

Organizing Arts and Humanities Explorer posts is easy! Just follow these five steps for program development:

Step One **Organization Makes a Commitment:** Secure a commitment from the chief executive officer or head of the participating organization.

Key Items:

- CEO selects the key leadership for the post
- CEO sends out the adult resources survey
- CEO sets the date for the career opportunities meeting and firstnighter
- CEO agrees to send out invitation letters for firstnighter
- CEO signs the Memorandum of Understanding

Local high school survey of students interested in arts and humanities has already been completed in your community.

Step Two **Career Opportunities Development Meeting:** Meeting of post adult leadership with a Learning for Life representative.

Key Items:

- Conduct adult leadership training, Advisor Fast Start, Youth Protection training found on the Learning for Life Web site
- Select and put on a calendar career programs using the career opportunities worksheet and annual calendar
- Plan firstnighter

Step Three **Post Firstnighter:** Organization conducts an exciting hands-on event.

Key Items:

- Follow up on letters of invitation sent out
- Present exciting program
- Sign up youth
- Distribute Explorer activity interest survey

Step Four **Post Activities Development Meeting:** Post's program is agreed upon with youth input.

Key Items:

- Results from adult resource survey and Explorer activity interest survey
- Schedule post activities and assign youth chairperson
- Elect youth officers

Step Five **Youth Officers' Seminar:** Elected officers are trained.

Key Items:

- Post officers understand their job in operating post program using Post Officers Fast Start
- Post activities have a youth chair and adult consultant

THE FIVE AREAS OF PROGRAM EMPHASIS:

SUGGESTED PROGRAM IDEAS FOR ARTS AND HUMANITIES POSTS

The program of Exploring matches the interests of young adults with the resources and adult expertise of their participating organization. The following suggested ideas are specific elements that your Explorer post leaders might use when planning a well-balanced Arts and Humanities program around Exploring's five experience areas.



- 1. CAREER OPPORTUNITIES:** Programs that develop potential contacts that may broaden employment options. Activities that increase a youth's self-confidence and help him or her experience success at school and work are goals of Exploring.

SUGGESTED TOPICS: Investigate the immense and growing number of career opportunities in the field, such as entertainer, playwright, set designer, stage manager, makeup artist, hair stylist, camera operator, film editor, dramatics teacher, theater manager, and hundreds more. Visit a local arts school. Invite an artist to tell about their preparation and career. Use the **Arts and Humanities Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Arts and Humanities Exploring**.



- 2. LEADERSHIP EXPERIENCE:** Programs that help youth develop leadership skills to fulfill their responsibilities in society. Advisors should encourage activities that provide exposure to different leadership styles.

SUGGESTED TOPICS: Look at the role of the arts as economic enterprise—employment, taxes, consumer buying, or tourism. Research what cultural exchanges go on between the U.S. and other countries. When planning your trips, activities, and classes, put an Explorer in charge to help develop leadership skills. At the **post activities program development meeting**, make sure to elect officers. Schedule **the post officers' seminar** to train the new officers. Get all Explorers involved with leadership by having youth chairs for all meetings and activities. Attend the **post leaders workshop** conducted by your local program.

The Learning for Life leadership workshop can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders. The Leadership Workshop Series covers 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management.

The Leadership Workshop Series is available from your local Learning for Life office.



3. **LIFE SKILLS:** Programs that help youth develop physical and mental fitness. Explorer-aged youth need activities that provide opportunities for them to experience positive social interaction.

SUGGESTED TOPICS: Have a music festival that enables post members and their families to perform. Use dance, music, film, drama, etc. Plan a weekend on a COPE (ropes course). Participate in the use of Life Choices interactive game on CD. Make sure to use **the adult resource survey** and **the Explorer activity interest survey** to generate ideas for life skills! The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide*. (Go to www.learningforlife.org/exploring/arts/index.html then click on Resources for Exploring Leaders under New Resources.)

- How to Brainstorm
- How to Conduct a Post Parents' Night
- How to Develop Service Projects
- How to Earn Money
- How to Generate Publicity
- How to Introduce a Speaker
- How to Lead a Discussion
- How to Make a Speech or Presentation
- How to Plan Your Superactivity
- How to Recruit New Participants
- How to Teach a Skill
- How to Use Charts and Posters
- How to Use Parliamentary Procedure



4. **CITIZENSHIP:** Programs that encourage youth to develop the skill and desire to help others. Posts need to provide activities that provide opportunities for youth to gain and keep respect for the basic rights of others.

SUGGESTED TOPICS: Assist your local theatrical group in the production of a play. Do a puppet show for children in an institution or hospital. Visit a retirement home to do an entertainment evening. Participate in the local food drive, blood drive, etc. Put citizenship and community service activities on the post's program calendar. Remember that a community service project is one of the options for **the National Exploring Excellence Award!**

Congressional Award. An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award).

Helpful Exploring Tools (see public Web site). The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* (go to www.learningforlife.org/exploring/arts/index.html, then click on Resources for Exploring

Leaders under New Resources):

- Challenge Initiative Games
- Cooperative Games
- Problem-Solving Initiative Games
- Becoming and Being a Leader
- Developing a Community of Youth Leaders
- Exploring for People With Disabilities
- Leadership Checkup
- Leadership Reflection
- Problem-Solving Skills for Explorers
- Suggested Post Bylaws

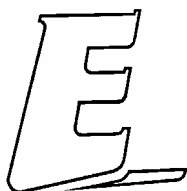


5. CHARACTER EDUCATION: Programs that help youth develop skills necessary to making ethical choices. Strong programming will involve activities that provide opportunities for fulfilling one's responsibility to society.

SUGGESTED TOPICS: Work at or take part in a park recreational program such as a band concert or play. Help establish a theater-in-the-park for your community. Have a weekend with another Explorer post. Schedule character education activity scenarios available to all Explorer posts from the local office.

Character Education Activities. The local Learning for Life office provides a packet of 25 character dilemmas for posts to use in developing Explorers' critical thinking. Begin with the prepared character education activities and work toward your post developing its own situations.

Character Education in Exploring. The local Learning for Life office provides this overview flier which describes the key components of character education in Exploring: learning through experiences, problem-solving skills, character education forum, and reflection.



ARTS AND HUMANITIES **EXPLORING PROGRAM SUPPORT**

Resources outlined below are available as noted on either the public Web site at www.learningforlife.org/exploring/arts/index.html or from the local Learning for Life office. For local office information, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

ADULT AND YOUTH LEADER TRAINING *(see local Learning for Life office)*

The local Learning for Life office provides basic and advanced adult leader training sessions along with post leader workshops, quarterly Advisors meetings, and organized activities for all posts.

New Advisors and adult post committee participants attend an Adult Explorer Leadership Training session conducted at the Step Two Meeting when using the Five-Step Plan for Post Program Development to start up new Explorer posts.

Advisors and adult Explorer leaders of existing posts attend the Adult Explorer Leader Basic Training course conducted as a group training session.

For new adult Explorer leaders unable to attend group basic training, they complete the Self-Study Adult Explorer Leader Basic Training course with an assigned service team member.

ARTS AND HUMANITIES EXPLORING WEB PAGE *(see public Web site)*

Visit the Arts and Humanities Exploring Web site at www.learningforlife.org/exploring/arts/index.html for the following:

- Career Achievement Award for Arts and Humanities Explorers
- Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities
- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training [PowerPoint]

CAREER ACHIEVEMENT AWARD

The Learning for Life Career Achievement Award program allows young people to be recognized for community service and to acquire and be recognized for career proficiency achievement in arts and humanities, aviation, business, communications, engineering, fire and emergency service, health, law and government, law enforcement, science, skilled trades, social services, or all 12 career clusters. It gives Explorers and student

participants distinguished credentials for their resume.

CHARACTER EDUCATION ACTIVITIES (see local Learning for Life office)

The local Learning for Life office provides a packet of 25 character dilemmas for posts to use in developing Explorers' critical thinking. Begin with the prepared character education activities and work toward your post developing its own situations. (For Character Education Activities, request a copy from your local Learning for Life office.)

CHARACTER EDUCATION IN EXPLORING (see local Learning for Life office)

The local Learning for Life office provides this overview flier, which describes the key components of character education in Exploring: learning through experiences, problem-solving skills, character education forum, and reflection. (For the Character Education in Exploring flier, request a copy from your local Learning for Life office.)

CONGRESSIONAL AWARD (see public Web site)

An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

EXPLORING ADULT LEADER GUIDE (see public Web site)

EXPLORING YOUTH LEADER GUIDE (see public Web site)

Contains complete information for the youth and adult leaders of Explorer posts. These online guidebooks contain sections on getting started, post operation, leadership roles, key factors for success, qualities of a good program, post bylaws, and the Exploring activity planner (go to www.learningforlife.org/exploring/arts/index.html, then click on Exploring Adult Leader Guide or Exploring Youth Leader Guide under New Resources).

FACTS EVERY TEEN SHOULD KNOW ABOUT SEXUAL ABUSE, No. 99-249 (see local Learning for Life office)

This pamphlet is available from the local Learning for Life office and contains five stories concerned with risky situations of sexual abuse. These stories are meant to spur discussion in the context of an Explorer post meeting. Discussion points are suggested and resources are provided for more information about sexual abuse.

HELPFUL EXPLORING TOOLS (see public Web site)

The Resources for Exploring Leaders can be found along with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* on our Internet site. (Go to www.learningforlife.org/exploring/arts/index.html, then click on Resources for Exploring Leaders under New Resources.)

Exploring Secretary's Records

Exploring Treasurer's Records

Exploring Clip Art

Approval of Parents or Guardians

Brainstorming Worksheet

Money-Earning Application

Challenge Initiative Games

Cooperative Games
Problem-Solving Initiative Games
Leadership Skills
Participation Awards Program
Becoming and Being a Leader
Developing a Community of Youth Leaders
Exploring for People With Disabilities
Leadership Checkup
Leadership Reflection
Program Support for Explorer Posts
Problem-Solving Skills for Explorers
Suggested Post Bylaws
How to Brainstorm
How to Conduct a Post Parents' Night
How to Develop Service Projects
How to Earn Money
How to Generate Publicity
How to Introduce a Speaker
How to Lead a Discussion
How to Make a Speech or Presentation
How to Plan Your Superactivity
How to Recruit New Participants
How to Teach a Skill
How to Use Charts and Posters
How to Use Parliamentary Procedure

LEADERSHIP AWARD PROGRAM (see public Web site)

The Leadership Award is given to youth and adults who have given exceptional dedication and leadership to the youth participants in either the Learning for life or Exploring programs. The award includes a certificate and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Leadership Award Program).

LEADERSHIP WORKSHOP SERIES (see local LFL office)

The Learning for Life leadership workshop can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

The Leadership Workshop Series covers 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management.

LEARNING FOR LIFE WEB PAGE (see public Web site)

Visit the Learning for Life Web site at www.learningforlife.org. Connect with today's Explorers in such careers as Arts and Humanities, Aviation, Business, Communications, Engineering, Fire/Emergency Services, Health, Law Enforcement, Law and Government, Science, Skill Trades, and Social Services.

LIABILITY INSURANCE FOR PARTICIPATING ORGANIZATIONS (see local Learning for Life office)

The general liability policy issued to Learning for Life provides primary liability insurance coverage for all participating organizations with a Learning for Life group or Explorer post. Automobile liability coverage is provided on a secondary or excess basis. All vehicles used in Learning for Life activities must be covered by automobile liability insurance with limits that meet or exceed the requirements of the state in which the vehicle is licensed. A \$100,000 combined single limit is recommended. Any vehicle designed to carry 10 or more passengers is required to have limits of \$100,000/\$500,000/\$100,000 or \$500,000 combined single limit.

Although our general liability coverage has been extended on a primary basis to the participating organizations, the coverage for our volunteers remains on an excess basis. Any insurance coverage that a volunteer has, such as a homeowner policy or coverage on his or her personal automobile, will still protect the volunteer on a primary basis, and Learning for Life's coverage will be over and above the limits that the individual volunteer has purchased. If the volunteer has no personal insurance, then our coverage will extend to cover him or her immediately. There is no coverage for those who commit intentional or criminal acts. Liability insurance is purchased to provide financial protection in the event of accidents or injury that is neither expected nor intended.

NATIONAL EXPLORING EXCELLENCE AWARD (see local Learning for Life office)

The local Learning for Life office provides a packet of materials for each post's annual renewal date. At renewal date the post can qualify for the National Exploring Excellence Award and make a commitment for the next program calendar year.

PROCEDURE FOR ACTIVITIES OR EVENTS INVOLVING OTHER POSTS

On occasion, posts conduct an activity or event that involves other posts. Some of these activities are being held without notification or discussion with the local Learning for Life office. In response to the relationship problems arising from this type of situation, the following procedure should be followed:

- Posts that wish to host events involving other posts must have the approval of the local Learning for Life office.
- This includes events for posts from the same Learning for Life office, the same area, the same region, or other regions.
- The proposed post event must contribute directly or indirectly to the strengthening of the participating Explorer posts' program.

GUIDELINES:

- The proposal, including a written statement of the objectives of the event, must be submitted to the local Learning for Life office for approval.
- If posts within the same area or region will be involved, the local Learning for Life office must forward the proposal to the region for review and approval.
- If posts from other regions will be involved, the proposal must be forwarded to the national office Learning for Life for review and approval.

For local office contact, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

PROMOTIONAL ITEMS (see local Learning for Life office)

Exploring, Discover a Career Through Exploring, three-fold mailer insert, No. 99-265

Exploring, Exploring Program, four-page brochure, No. 99-992

RECOGNITION ITEMS (see public Web site)

The following items are available through your local Learning for Life office (go to www.learningforlife.org, then scroll down and click on Online Resource Catalog):

Advisor Exploring Emblem Patch, No. 04031A

Associate Advisor Exploring Emblem Patch, No. 04033A

Base Wood for Explorer Ornament "E," No. 17583A

Career Achievement Award Certificate, No. 32194

Exploring Appreciation Certificate, No. 33144A

Exploring "E" Emblem Patch, No. 04002A

Lapel Pin, Explorer "E," No. 04001A

Leadership Award Certificate, Youth and Adult, No. 32195

Leadership Award Medallion, Youth and Adult, No. 04173

Learning for Life Tie, No. 50022

Mug, Exploring "E," No. 04003A

Ornament, Explorer "E," No. 04105A

Panel Drape, Exploring, No. 11134A

Paperweight, Explorer, No. 04160A

Paperweight, Thank You Exploring, No. 17695A

Plaque, Exploring Logo on Walnut With Engraving Plate, No. 17685

Post Committee Emblem Patch, No. 04045A

President Explorer Emblem Patch, No. 04035A

Secretary Explorer Emblem Patch, No. 04039A

Treasurer Explorer Emblem Patch, No. 04041A

Vice President Explorer Emblem Patch, No. 04037A

SAFETY FIRST, Learning for Life Guidelines (see public Web site)

Adult Explorer post leader's guide to keeping youth safe in Learning for Life activities. Topics include adult leadership; aquatics safety; camping; drug, alcohol, and tobacco use and abuse; safety practices and emergency preparedness; first aid; guns and firearms; sports and activities; medical information; transportation; and personal safety (go to www.learningforlife.org/exploring/arts/index.html, then click on Safety First Guide to Learning for Life Activities under New Resources).

YOUNG AMERICAN AWARD (see public Web site)

First presented in 1968, the council-level award is given to young adults between the ages of 19 and 25 to highlight publicly the importance of their excellent achievements and service to their community, state, and nation. The council-level Young American Award consists of a plaque to be awarded at an appropriate council ceremony. Each council selects and submits their top nominee for consideration for the five national Young American Awards given annually in May, which include the unrestricted \$5,000 cash award and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, then scroll down and click on Awards and Scholarships, and then click on Young American Award).

YOUTH PROTECTION TRAINING (go to www.learningforlife.org/exploring/arts/index.html, then click on Youth Protection Training [PowerPoint] under New Resources)

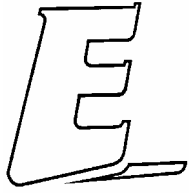
As an adult Explorer post leader, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life that are designed to prevent it. Because of the coeducational nature of Exploring, youth protection takes on added dimensions.

It is important to realize that although child abuse is sometimes thought to be a problem only for young children, it's not unusual for adolescents to be victims of abuse, whether emotional, physical, or sexual. Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

The Youth Protection Guidelines are available on the Web for viewing. It lists several considerations that the Explorer leader must remember. At least one adult is required to complete the Youth Protection presentation on the Web for any overnight outing. Safety First Guidelines has the requirements for outings and activities. It is also available on the Web at www.learningforlife.org. Outings permits can be obtained from the local Learning for Life office.

Post Advisor Guidelines for Creating External Barriers:

- There must be two-deep adult leadership on all trips and on all activities.
- There must be no one-on-one contact with Explorers. Other Explorers or Advisors must be present.
- Respect the privacy of your Explorers.
- Provide separate accommodations for Advisors and Explorers and for males and females on overnight trips.
- Ensure proper preparation for activities, especially those with safety risks.
- Secret organizations are not permitted.
- Hazing is not permitted.
- Appropriate standards for attire should be upheld.
- Proper training, supervision, and monitoring of officers is necessary.



GENERAL POST PROGRAM DEVELOPMENT RESOURCES

For more information, see the *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, both available at www.learningforlife.org. Forms listed can be obtained from your local Learning for Life office.

ADULT RESOURCE SURVEY This inventory should be conducted by the post committee and adult Advisors. List as many adults as possible who are associated with the post. Find out their vocations, skills, interests, and contacts. This form shows the potential of what a post can do.

EXPLORER ACTIVITY INTEREST SURVEY Now, find out what the youth participants want to do. Survey the youth participants at a post meeting and tally the results. The post officers should design this survey.

MATCH RESULTS OF BOTH SURVEYS Match the Explorer activity interest survey results with the adult resource survey. Where a suggested Explorer activity matches a resource from the adult survey, you have a possible program. Use the program match sheet as a tool to help. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

USE THE POST ACTIVITIES DEVELOPMENT MEETING This should be the first meeting after the firstnighter. Engage the youth in active discussion by presenting the result of the match sheet. If necessary, use these other ideas to generate more program options:

BRAINSTORM Brainstorm to bring out ideas that might not be on the survey. Sometimes the most creative activities are suggested this way. The brainstorming should involve all of the youth participants.

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

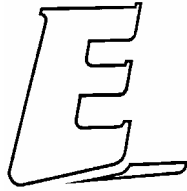
SCHEDULE THE POST ACTIVITIES List each activity on the post's calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

SELECT EXPLORER CHAIRS AND ADULT CONSULTANTS An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the post officers' seminar to complete this process. Give youth leadership the responsibility for the operation of the post.

ACTIVITY PLANNER This is a helpful tool for the youth chair and adult consultant to use. It will keep them on track to operate a successful event.

EXPLORING PROGRAM CALENDAR Use a completed annual calendar for Explorers and adults to know all the events and meetings of your post.

FOLLOW-UP IS VITAL!!! ASSUME NOTHING!!!



SAMPLE AGENDA: REGULAR POST MEETING

1. Call to order and introduction of guests (2 min.; post president)
2. Announcements (8 min.)
3. Old business (10 min.)
 - A. Secretary reads minutes of previous meeting.
 - B. Treasurer gives status report.
 - C. Other post officers report.
4. New business (10 min.)
 - A. Discuss matters that require post approval.
 - B. Administrative vice president enrolls new youth attending meeting.
 - C. Program vice president promotes upcoming events.
 - D. Post Advisor gives update and comments.
5. Conduct post activity program (45 min.; Explorer activity chair and adult consultant) (See note below.)
6. Closing (7 min.; post president)
 - A. Announce date, time, place next meeting.
 - B. Assigned Explorer conducts closing.
 - C. Refreshments served.

Note: An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant from the adult resource survey. (*Exploring Youth Leader Guide*, available at www.learningforlife.org)

Exploring



ARTS AND HUMANITIES
APPENDIX:
CAREER ACHIEVEMENT AWARD
INFORMATION,
CAREER OPPORTUNITIES WORKSHEET,
SAMPLE PROGRAM CALENDARS, AND
PROGRAM DEVELOPMENT FORMS





Additional Instructions for Steps 2 and 4 of the Five-Step Plan for Arts and Humanities Exploring Program Development

Step 2: Career Opportunities Program Development Meeting

(Use Arts & Humanities Career Opportunities Worksheet)

1. Review **the Arts & Humanities Career Opportunities Worksheet** and select those career activities that your organization has the resources to support by checking the "Yes/No" column, and please add any career activities unique to your organization.
2. Name a person from your organization for each "Yes" activity who could serve as a consultant to help plan and lead the career opportunities activity.
These will become the career focus of your Explorer post for the upcoming program year. (See sample of the completed Arts and Humanities Exploring Program Calendar.)
3. Determine and list the first and second monthly career opportunities meeting topics
4. Put the career opportunities on the calendar for distribution at the firstnighter

Step 4: Post Activities Program Development Meeting

(First post meeting after open house)

(Use **Arts and Humanities Exploring calendar** and the results from the **adult resource Explorer activity interest survey** and **the program match sheet**)

5. Review the results from **the adult resource survey** and **the Explorer activity interest survey**. Use **the program match sheet** to help determine post activity suggestions.
6. The first post meeting following the open house (firstnighter), the post activity program development meeting is where to present the suggested post activity ideas to the youth participants for their input. Use a voice vote or brainstorm for more ideas.

Have a working calendar for the meeting ready. Include dates such as:

- Open house date (fall and spring)
- Local council Exploring events
- Training dates
- Career opportunities program meeting
- Participating organization dates
- Superactivity dates
- Check for school and other official holiday dates

ARTS AND HUMANITIES

Career Opportunities Worksheet

| | <i>Career Opportunity</i> | Organization Has Resources | <i>Organization Consultant</i> |
|----|--|---|----------------------------------|
| | Career Skill | Yes/No | Who can teach this skill? |
| 1 | Visit a drafting company Learn CAD system | | |
| 2 | Design an advertising plan layout | | |
| 3 | Create a tabletop display highlighting your advertising plan | | |
| 4 | Present your display at a post/public meeting | | |
| 5 | Learn backstage support for artistic productions | | |
| 6 | Attend a theatre production. Critique set design, decoration & costume design | | |
| 7 | Render a subject in four different ways: ink, watercolor, pencil, pastel, oil, tempera, etc. | | |
| 8 | Write a one act play at least 10 minutes long | | |
| 9 | Plan and carve in the round a simple object | | |
| 10 | Prepare the carving for finishing | | |
| 11 | Plan and carve in low relief a design on some simple object | | |
| 12 | Prepare the low relief carving for finishing | | |
| 13 | See or read 3 full-length plays from stage, movies, television, or video | | |
| 14 | Write a review of each of the 3 plays, commenting on story, acting & staging | | |
| 15 | Do three: Act a major part in a play | | |
| 16 | Direct a play at least 10 minutes | | |
| 17 | Design the set/make a model | | |
| 18 | Design 5 costumes | | |
| 19 | Show stage makeup skills | | |
| 20 | Make 2 drawings of pottery forms/one recognized design, one of your design | | |
| 21 | Do three: Make a flat tray or dish from clay | | |
| 22 | Make a box using slab method | | |
| 23 | Make a vase or jar w/coil method | | |
| 24 | Four tiles of your design | | |
| 25 | Make a human/animal figurine | | |

| | <i>Career Opportunity</i> | Organization Has Resources | <i>Organization Consultant</i> |
|----|--|-----------------------------------|----------------------------------|
| | Career Skill | Yes/No | Who can teach this skill? |
| 26 | Throw a vase on a potters wheel | | |
| 27 | Make a pottery form/fire it | | |
| 28 | Design a printed piece, flyer, t-shirt, program, and produce it | | |
| 29 | Explain your typeface/typefaces you used | | |
| 30 | Explain which printing process is best for your printing design | | |
| 31 | Using desktop publishing software, identify what hardware and software would be appropriate for outputting your design | | |
| 32 | Produce the design you created in #28 using: | | |
| 33 | Offset lithography | | |
| 34 | Screen printing | | |
| 35 | Electronic/digital printing | | |
| 36 | Relief printing | | |
| 37 | Do one: Visit newspaper, follow story from editor to press | | |
| 38 | Visit a commercial in-plant co. | | |
| 39 | Visit a schools graphic arts program/learn prerequisites | | |
| 40 | Visit 3 Web sites/download info from 2 | | |
| 41 | Make a scale drawing/mechanical drafting | | |
| 42 | Use orthographic technique to show 3 views | | |
| 43 | Use dimension lines to show actual size | | |
| 44 | Draw a schematic/electrical drafting | | |
| 45 | Print a bill of material of the major electronic parts of the radio or circuit | | |
| 46 | Use standard drawing symbols of electronic components | | |
| 47 | Using a CAD system, prepare and plot one of the drawings 41 or 42 | | |
| 48 | Create the format (border & title block) before starting the drawing | | |
| 49 | Explain and demonstrate the proper elements of a good motion picture | | |
| 50 | Do the following for a motion picture: | | |
| 51 | Tell the story/write the script with descriptions of scenes | | |
| 52 | Prepare a storyboard for the motion picture | | |

| | <i>Career Opportunity</i> | Organization Has Resources | <i>Organization Consultant</i> |
|----|--|-----------------------------------|---------------------------------|
| | Career Skill | Yes/No | Who can teach this skill |
| 53 | Demonstrate six motion picture shooting techniques | | |
| 54 | Do one of the following using techniques in planning a program for your school or post | | |
| 55 | Create a mini feature | | |
| 56 | Videotape a vignette to teach a skill | | |
| 57 | Research jobs of director, audio engineer, producer, video eng. | | |
| 58 | Plan and weave a large basket or tray, using reed, raffia, or splints | | |
| 59 | Weave a set for a stool or chair, using cane or rush | | |
| 60 | Promote a product or idea with a picture | | |
| 61 | Research and discuss career opportunities in art | | |

Arts and Humanities Career Achievement Award

Learning for Life programs involve active learning and include lots of fun-filled, hands-on activities. Learning for Life promotes the conditions necessary for the growth and development of adolescents. The following are the key components of the Learning for Life Career Achievement Award programs, which allow young people to acquire and be recognized for career proficiency achievement and community service.

Purpose

The purpose of the Arts and Humanities Career Achievement Award program is to:

- Provide direction to Explorers and student participants in individual career proficiency.
- Motivate Explorers and student participants to discover and take on business career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers distinguished credentials for their résumés.

Requirements

Explorers can earn the Arts and Humanities Career Achievement Award. To earn the Arts and Humanities Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The post Advisor certifies that each Explorer has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

Recognition

The Learning for Life Career Achievement Award Certificate (No. 32194) has space for the signatures of both the adult leader and organization head. Certificates are available through the local Learning for Life office as well as through the Supply Division (toll-free phone, 800-323-0732). Adult leaders may purchase a quantity of the certificates and present them as merited.

Arts and Humanities Career Achievement Award Requirements

Explorers can earn a Career Achievement Award in one or all of the 12 career clusters. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The Explorer post Advisor verifies that each Explorer has satisfactorily performed 50 hours of community service and that each candidate has completed at least nine achievements within the career cluster.

Arts and Humanities Achievements

Do nine of the following:

1. Visit a drafting company that has a state-of-the-art computer-aided design (CAD) system to see how the company uses the new technology.
2.
 - a. Choose a product that you are familiar with. Create an advertising plan for this product, and then design an advertising plan layout.
 - b. Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product.
 - c. Show your display at your post meeting or another public place.
3.
 - a. Learn about backstage support for artistic productions.
 - b. Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design.
4. Render a subject of your choice in any of FOUR ways: pen and ink, watercolor, pencil, pastel, oil, tempera, acrylic, or marker.
5. Write a one-act play that is at least 10 minutes long. It must have a main character, subordinate character, conflict, and a climax.
6.
 - a. Plan and carve in the round a simple object.
 - b. Prepare it for finishing.
7.
 - a. Plan and carve in low relief a design on some simple object.
 - b. Prepare it for finishing.
8.
 - a. See or read three full-length plays. These can be from the stage, movies, television, or video.
 - b. Write a review of each, commenting on the story, acting, and staging.
9. Do THREE of the following:
 - a. Act a major part in a full-length play or act a part in three one-act plays.
 - b. Direct a play. Cast, rehearse, and stage it. The play must be at least 10 minutes long.
 - c. Design the set for a play. Make a model of it.
 - d. Design the costumes for five characters in one play set in a time before 1900.
 - e. Show skill in stage makeup. Make up yourself or a friend as an old man or woman, a clown, an extraterrestrial being, or a monster as directed.
10. Make two drawings (using at least 8-1/2-by-11-inch paper) of pottery forms. One must be a recognized pottery type. The other must be of your own design.
11. Using clay, do THREE of the following. You should paint, glaze, or otherwise decorate each.
 - a. Make a flat tray or dish.

- b. Make a box using the slab method.
 - c. Make a vase or jar using the coil method.
 - d. Make four different tiles of your own design.
 - e. Make a human or animal figurine or decorative design.
 - f. Throw a simple vase on a potter's wheel.
 - g. Make a pottery form. Help to fire it.
12. a. Design a printed piece (flier, T-shirt, program, form, etc.) and produce it.
- b. Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design.
 - c. Explain which printing process is best suited for printing your design.
 - d. If desktop publishing hardware and software are available, identify what hardware and software would be appropriate for outputting your design.
13. Produce the design you created for requirement 12 using one of the following printing processes:
- a. Offset lithography: Make a layout and then produce a plate using a process approved by your Advisor. Run the plate and print at least 50 copies.
 - b. Screen process printing: Make a hand-cut or photographic stencil and attach it to a screen that you have prepared. Mask the screen and print at least 20 copies.
 - c. Electronic/digital printing: Make a layout in electronic form, download it to the press or printer, and run 50 copies. If no electronic interface to the press or printer is available, you may print and scan a paper copy of the layout.
 - d. Relief printing: Prepare a layout or set the necessary type. Make a plate or lock up the form. Use this to print 50 copies.
14. Do one of the following, and then describe the highlights of your visit:
- a. Visit a newspaper printing plant. Follow a story from the editor to the press.
 - b. Visit a commercial or in-plant printing facility. Follow a job from beginning to end.
 - c. Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.
 - d. Visit three Web sites on the Internet that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers). Download product or service information from two of the sites.
15. a. Mechanical drafting: Make a scale drawing of some piece of craft work or object.
- b. Use the orthographic projection technique to show at least three views.
 - c. Use dimension lines to show the actual size.
16. a. Electrical drafting: Draw a schematic of a radio or electronic circuit.
- b. Properly print a bill of materials of the major electronic parts of the radio or circuit.
 - c. Use standard drawing symbols for the electronic components.
17. a. Using a computer-aided drafting (CAD) system, prepare and plot one of the drawings in requirements 15 and 16.

- b. Create the format (border and title block) on the computer before starting the drawing.
18. Explain and demonstrate the proper elements of a good motion picture.
19. Do the following for a motion picture:
 - a. Tell the story you plan to film. Write the script of the story along with descriptions of the scenes to be shot.
 - b. Prepare a storyboard for a motion picture (this can be with stick figures and rough sketches).
 - c. Demonstrate six of the following motion picture–shooting techniques: (1) Using a tripod/monopod, (2) panning the camera/following the action, (3) framing, (4) lighting the subject, (5) ensuring quality of light, (6) shooting with a hand-held camera, (7) recording good sound, and (8) editing.
20. Do ONE of the following, using techniques in planning a program for your post or a school. Start with a storyboard, and complete the requirement by presenting it to your post or class.
 - a. Create a mini feature of your own design using the techniques you have learned.
 - b. Film or videotape a vignette that could be used to teach someone a new skill.
21. Research and discuss the jobs related to film or video production: director, producer, audio engineer, video engineer, support crew.
22. Plan and weave a large basket or tray. Use reed, raffia, or splints.
23. Weave a seat for a stool or chair. Use cane or rush.
24. Promote a product or an idea with a picture or pictures.
25. Research and discuss career opportunities in art.

Resources

Exploring Youth Leader Guide and *Exploring Adult Leader Guide* and Resources for Exploring Leaders can be found on the Learning for Life Web site (www.learningforlife.org).

Qualifying Achievements

Because of the design and flexible nature of the program, Advisors and adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Arts and Humanities Career Achievement Award Worksheet

Name: _____

(Certification: Adult leaders must initial and date each completed achievement.)

Do nine of the following:

1. Visit a drafting company that has a state-of-the-art computer-aided design (CAD) system to see how the company uses the new technology.

Completed _____

2a. Choose a product that you are familiar with. Create an advertising plan for this product, and then design an advertising plan layout.

2b. Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product.

2c. Show your display at your post meeting or another public place.

Completed _____

3a. Learn about backstage support for artistic productions.

3b. Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design.

Completed _____

4. Render a subject of your choice in any of FOUR ways: pen and ink, watercolor, pencil, pastel, oil, tempera, acrylic, or marker.

Completed _____

5. Write a one-act play that is at least 10 minutes long. It must have a main character, subordinate character, conflict, and a climax.

Completed _____

6a. Plan and carve in the round a simple object.

6b. Prepare it for finishing.

Completed _____

7a. Plan and carve in low relief a design on some simple object.

7b. Prepare it for finishing.

Completed _____

8a. See or read three full-length plays. These can be from the stage, movies, television, or video.

8b. Write a review of each, commenting on the story, acting, and staging.

Completed _____

9. Do THREE of the following:

- a. Act a major part in a full-length play or act a part in three one-act plays.
- b. Direct a play. Cast, rehearse, and stage it. The play must be at least 10 minutes long.
- c. Design the set for a play. Make a model of it.
- d. Design the costumes for five characters in one play set in a time before 1900.
- e. Show skill in stage makeup. Make up yourself or a friend as an old man or woman, a clown, an extraterrestrial being, or a monster as directed.

Completed _____

10. Make two drawings (using at least 8-1/2-by-11-inch paper) of pottery forms. One must be a recognized pottery type. The other must be of your own design.

Completed _____

11. Using clay, do THREE of the following. You should paint, glaze, or otherwise decorate each.

- a. Make a flat tray or dish.
- b. Make a box using the slab method.
- c. Make a vase or jar using the coil method.
- d. Make four different tiles of your own design.
- e. Make a human or animal figurine or decorative design.
- f. Throw a simple vase on a potter's wheel.
- g. Make a pottery form. Help to fire it.

Completed _____

12a. Design a printed piece (flier, T-shirt, program, form, etc.) and produce it.

12b. Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design.

12c. Explain which printing process is best suited for printing your design.

12d. If desktop publishing hardware and software are available, identify what hardware and software would be appropriate for outputting your design.

Completed _____

13. Produce the design you created for requirement 12 using one of the following printing processes:

- a. **Offset lithography:** Make a layout and then produce a plate using a process approved by your Advisor. Run the plate and print at least 50 copies.
- b. **Screen process printing:** Make a hand-cut or photographic stencil and attach it to a screen that you have prepared. Mask the screen and print at least 20 copies.
- c. **Electronic/digital printing:** Make a layout in electronic form, download it to the press or printer, and run 50 copies. If no electronic interface to the press or printer is available, you may print and scan a paper copy of the layout.
- d. **Relief printing:** Prepare a layout or set the necessary type. Make a plate or lock up the form. Use this to print 50 copies.

Completed _____

14. Do one of the following, and then describe the highlights of your visit:
- Visit a newspaper printing plant. Follow a story from the editor to the press.
 - Visit a commercial or in-plant printing facility. Follow a job from beginning to end.
 - Visit a school's graphic arts program. Find out what courses are available and what the prerequisites are.
 - Visit three Web sites on the Internet that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers). Download product or service information from two of the sites.

Completed _____

- 15a. Mechanical drafting: Make a scale drawing of some piece of craft work or object.
15b. Use the orthographic projection technique to show at least three views.
15c. Use dimension lines to show the actual size.

Completed _____

- 16a. Electrical drafting: Draw a schematic of a radio or electronic circuit.
16b. Properly print a bill of materials of the major electronic parts of the radio or circuit.
16c. Use standard drawing symbols for the electronic components.

Completed _____

- 17a. Using a computer-aided drafting (CAD) system, prepare and plot one of the drawings in requirements 15 and 16.
17b. Create the format (border and title block) on the computer before starting the drawing.

Completed _____

18. Explain and demonstrate the proper elements of a good motion picture.

Completed _____

19. Do the following for a motion picture:
- Tell the story you plan to film. Write the script of the story along with descriptions of the scenes to be shot.
 - Prepare a storyboard for a motion picture (this can be with stick figures and rough sketches).
 - Demonstrate six of the following motion picture shooting techniques: (1) Using a tripod/monopod, (2) panning the camera/following the action, (3) framing, (4) lighting the subject, (5) ensuring quality of light, (6) shooting with a hand-held camera, (7) recording good sound, and (8) editing.

Completed _____

20. Do ONE of the following, using techniques in planning a program for your post or a school. Start with a storyboard, and complete the requirement by presenting it to your post or class.
- Create a mini feature of your own design using the techniques you have learned.
 - Film or videotape a vignette that could be used to teach someone a new skill.

Completed _____

21. Research and discuss the jobs related to film or video production: director, producer, audio engineer, video engineer, support crew.

Completed _____

22. Plan and weave a large basket or tray. Use reed, raffia, or splints.

Completed _____

23. Weave a seat for a stool or chair. Use cane or rush.

Completed _____

24. Promote a product or an idea with a picture or pictures.

Completed _____

25. Research and discuss career opportunities in art.

Completed _____

Resources

Exploring Youth Leader Guide and *Exploring Adult Leader Guide* and Resources for Exploring Leaders can be found on the Learning for Life Web site (www.learningforlife.org).

Qualifying Achievements

Because of the design and flexible nature of the program, Advisors and adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the qualifying requirements for the Learning for Life Career Achievement Award.

Requirements

Explorers can earn any Career Achievement Award in one or all of the 12 career clusters. To earn a Career Achievement Award, the candidate must provide *50 hours of community service and complete any nine career achievements*. The Explorer post Advisor certifies that each Explorer has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

**Arts and Humanities Career
Achievement Award Application**

Part 1: Candidate Personal Data

Post/No.: _____ Participating Organization: _____
Name: _____ Nickname: _____
Address: _____
City: _____ State: _____
Zip: _____
Home Phone: (____) _____ Birth Date: _____
School/College: _____ Grade Level: _____

Part 2: Adult Leader Certification of Candidate

I certify that the above-named candidate has fulfilled nine required achievements and 50 hours of community service for the Learning for Life Career Achievement Award and has my approval for recognition of this significant accomplishment.

Adult Leader: _____
Date: _____

Part 3: Learning for Life Office Authorization

This candidate is a currently enrolled Explorer. Having been certified by the adult leader for completing the required nine achievements and 50 hours of community service, the Explorer post is authorized to purchase and present the Learning for Life Career Achievement Award certificate.

Learning for Life Office Signature: _____
Date: _____

Name: _____

Description of Activity

Total Hours

Supervisor Signature and Phone No.

Exploring

Youth Activity Interest Survey

Look at the list and place a check mark on the line in front of three (3) items you would like the post to plan as part of its program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

Name: _____

Bowling

Music

Sports activities:

Camping

Photography

Career clinic

River/white-water rafting

College planning

Rock climbing/
rappelling

Community cleanup
project

Roller-skating

Computers

Sailing/canoeing

Conservation project

Snorkeling/scuba diving

Cycling

Snow skiing

Dance

Swimming

First aid training

Tour of city (area)

Fishing

Visit to TV or radio
station

Horseback riding

Waterskiing

Ice skating

Movies

Hobby/interest:

Other ideas:

Please return to:

Exploring

Adult Resource Survey

Each year our Explorers, young men and women aged 14 to 20, work with our adult leadership of the post to create a new program. To help them, we are attempting to discover the talents and resources in our organization. Please complete the form by telling us if you have a skill or resource in any of the following areas.

Name: _____ Occupation: _____

Phone Number: (Work) _____ (Home) _____

| | <u>Have Skill</u> | <u>Have Resources</u> |
|----------------------|-------------------|-----------------------|
| Bowling | | |
| Camping | | |
| Career Clinic | | |
| College Planning | | |
| Community Cleanup | | |
| Computers | | |
| Conservation Project | | |
| Cycling | | |
| Dance | | |
| Field Sports | | |
| First Aid | | |
| Fishing | | |
| Horseback Riding | | |
| Ice Skating | | |

| | <u>Have Skill</u> | <u>Have Resources</u> |
|------------------------------|-------------------|-----------------------|
| Movies/Video | | |
| Music | | |
| Photography | | |
| River/White-water Rafting | | |
| Rock Climbing | | |
| Roller-skating | | |
| Sailing/Canoeing | | |
| Snorkeling/Scuba Diving | | |
| Snow Skiing | | |
| Swimming | | |
| Tour of City (Area) | | |
| Visit to TV or Radio Station | | |
| Waterskiing | | |
| | | |

I have a vehicle and am willing to help with transportation. I would be interested in working with youth chair on events.

Other Sports/Recreation Activities: _____

Other Hobbies: _____

Other Ideas: _____

Exploring

Activity Planner

Youth Activity Chairperson _____ Adult Consultant _____

Youth Phone # _____ Adult Phone # _____

Other Information _____

Name of the Activity: _____

Date: _____ **Location:** _____

Resources Needed: _____

Alternatives

What is the alternate plan in case of bad weather or other factors?

Personnel: *Delegate responsibilities!*

| Job to Be Done | Assigned to |
|----------------|-------------|
| | |
| | |
| | |
| | |
| | |

Follow-up—At additional meetings and through personal contacts, follow up on all assignments until you are sure you are all set. If the going gets rough, call on your Advisor for help.

Carry Out the Plan/Conduct the Activity

Just before the activity, double-check all arrangements.

Notes: _____

After the activity, thank everyone involved, and leave things clean and in good order.

After-Action Evaluation

Use a separate sheet to explain your reasons for how you answered.

Should the post do this activity again? _____ Yes _____ No

Number participating: _____ Explorers _____ friends _____ adults

Sample of a Completed 12-Month Exploring Program (Theatre Post)

| | 1st Mtg. Date | Career Opportunities 1st Meeting | Adult Consultant/ Youth Chair | 2nd Mtg. Date | Career Opportunities 2nd Meeting | Adult Consultant/ Youth Chair | Monthly Planning Meeting Date | 3rd Weekend Monthly Post Activity | Post Activity Youth Chair | Weekend Council Activity |
|--------------|----------------------|---|--------------------------------------|----------------------|---|--------------------------------------|--------------------------------------|--|----------------------------------|-------------------------------------|
| SEPT | 2nd Wed. | Fall open house | Hal Mark | 4th Wed. | Elect officers and plan post activity program | Bill Martha | 1st Wed. | | Martha | Post officers training |
| OCT | 2nd Wed. | Program on set design | James Sean | 4th Wed. | Program on costume design | Cliff Cheryl | 1st Wed. | Attend a theatre production | Cheryl | Explorer weekend at camp |
| NOV | 2nd Wed. | Write a one act play 10 minutes long | Frank Tom | 4th Wed. | Conclusion of one act play. Write a review | Peggy Jimmy | 1st Wed. | Council food drive | Jimmy | Quarterly Exploring conference |
| DEC | 2nd Wed. | View 2 full-length plays via video | Cosby Judy | 4th Wed. | Reading of 1 full-length play | Marty Mariann | 1st Wed. | Begin plans for summer superactivity | Mariann | |
| JAN | 2nd Wed. | Direct/act a play 10 minutes long | Laun Mike | 4th Wed. | Complete directing/acting rqmt. | Jim Natalie | 1st Wed. | Fund-raising activity for superactivity | Natalie | Participate in council blood drive |
| FEB | 2nd Wed. | Design a set/make a model | Matthew Danny | 4th Wed. | Design 5 costumes | John Cindy | 1st Wed. | Fund-raising activity | Cindy | Quarterly Exploring conference date |
| MAR | 2nd Wed. | Stage makeup skills | Tom Katy | 4th Wed. | Begin motion picture skills/ Tell story | Carey Ann | 1st Wed. | | | |
| APR | 2nd Wed. | Write a script for the motion picture | Cliff Maya | 4th Wed. | Prepare a storyboard | Debbie Murray | 1st Wed. | Plans for theatre in the park | Murray | |
| MAY | 2nd Wed. | Create a mini feature | Ashley Amy | 4th Wed. | Video tape a vignette to teach a skill | Rayna David | 1st Wed. | | David | Attend annual Exploring banquet |
| JUNE JULY | 2nd Wed. | Preparations for theatre in the park | Matthew Monica | | | | 1st Wed. | Participate in summer arts in the park/superactivity | Hazel | Our Town at Night Activity |
| AUG | 2nd Wed. | | Paul Denise | 4th Wed. | | | 1st Wed. | Plans for fall firstnighter | Stephanie | |

Program Match Sheet:

| | Results of Youth Activity Interest Survey | Results of Adult Resource Survey | Tentative Date of Activity | Possible Locations | Potential Youth Chair and Adult Consultant | Additional Notes |
|-----------------------------|--|---|-----------------------------------|---------------------------|---|-------------------------|
| Bowling | | | | | | |
| Camping | | | | | | |
| Career Clinic | | | | | | |
| College Planning | | | | | | |
| Community Cleanup | | | | | | |
| Computers | | | | | | |
| Conservation Project | | | | | | |
| Cycling | | | | | | |
| Dance | | | | | | |
| Field Sports | | | | | | |
| First Aid | | | | | | |
| Fishing | | | | | | |
| Horseback Riding | | | | | | |
| Ice Skating | | | | | | |
| Movies/Video | | | | | | |
| Music | | | | | | |

Program Match Sheet

| | Results of Youth Activity Interest Survey | Results of Adult Resource Survey | Tentative Date of Activity | Possible Locations | Additional Notes |
|-------------------------------------|--|---|-----------------------------------|---------------------------|-------------------------|
| Photography | | | | | |
| River/White-water | | | | | |
| Rock Climbing | | | | | |
| Roller-skating | | | | | |
| Sailing/Canoeing | | | | | |
| Snorkeling/Scuba | | | | | |
| Snow Skiing | | | | | |
| Swimming | | | | | |
| Tour of City (Area) | | | | | |
| Visit to TV or Radio Station | | | | | |
| Waterskiing | | | | | |
| Other Sports: _____ | | | | | |
| | | | | | |
| Other Hobbies: _____ | | | | | |
| | | | | | |
| Other Ideas: _____ | | | | | |
| | | | | | |

Instructions for Using Program Match Sheet:

1. Complete the youth activity interest survey and put results in the correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
2. Review the adult resource survey and put results in correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
3. Add other results, those written in and especially from brainstorming with youth at firstnighter/open house.
4. Look for matches between first two columns, youth activity interest and adult resource survey.
5. Decide on activities that post will organize.
 - Decision could be by vote or consensus of youth leadership.
6. Select suggested dates for each activity.
 - Put on post calendar for distribution to Explorers.
7. Recruit and assign youth activity chair and adults consultant for each activity that will be on calendar.
8. Post vice president for program follows up with youth activity chair and reports at post monthly planning meeting.