

# ***Exploring***



## **SCIENCE EXPLORING POST PROGRAM GUIDE**

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# **WHAT IS SCIENCE EXPLORING?**

Exploring is the young adult career education program of Learning for Life for both young men and women who are 14 and graduates of the eighth grade or 15 through 20 years of age. Science Exploring is a youth development program centered on science careers. Science Explorers interact with peers and acquire a sense of belonging. They gain experiences in decision making and conflict resolution. They reflect on self in relation to others and discover more about themselves by this interaction. They try to discover their own identity and participate as responsible members of a group. They develop the capacity to enjoy life. Exploring can provide these experiences in wholesome, well-planned programs run by youth participants.

**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 A SCIENCE 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.

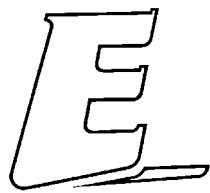
The organization interested in Science Exploring is known as the participating organization. These participating organizations provide the program assistance for Explorer post meetings, activities, and trips through caring adult volunteer leaders recruited from the organization.

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 Science 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



# THE FIVE AREAS OF PROGRAM EMPHASIS: IDEAS FOR SCIENCE POST PROGRAM

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 Science 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 ACTIVITIES AND IDEAS:

- Programs and activities that feature a better understanding and appreciation of America's economic, business, and governmental systems through insight and practical experiences in careers.
- Review the variety of careers in public and private agencies.
- Plan programs on careers in commodity market meteorology, aviation, air pollution control, law forensics, meteorology, science journalism, agriculture, maritime weather, biometeorological effects, research and teaching, atmospheric science, geology, mining, land use, production, mineralogy, energy, petroleum, conservation, solid waste disposal, environmental science, recreation recycling and research, science health and safety, information systems, marketing and sales, science law, history, technology, small business and government, commercial fishing, navigation, Navy, Coast Guard, marine geology, and aquaculture, game and fish management.
- Discuss the education, skills, and training needed for these careers. Use the **Science Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Science 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 ACTIVITIES AND SOURCES OF INFORMATION:

- Study the effects of science on the community, state, and nation. Study the history and development of weather forecasting, geology, conservation, chemistry, oceanography, wildlife management, and zoological parks and aquariums. Plan a program on the purposes and programs of the National Oceanic Atmospheric Administration and National Weather Service.
- U.S. Geological Survey, Department of Energy, American Petroleum Institute, and local school earth science courses where feasible.
- Local beautification and environmental organizations.
- The Department of Energy.

- American Chemical Society and the Chemical Manufacturers Association.
- National Wildlife Federation, Fish and Wildlife Service, The Wildlife Society, International Association of Fish and Wildlife Agencies, and Wildlife Management Institute.
- The American Association of Zoological Parks and Aquariums.

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 Development Series** 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 Development 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 Development Series** is available from your local Learning for Life office.



**3. LIFE SKILLS:** Programs that help youth develop physical and mental fitness. Activities that provide opportunities for youth to experience positive social interaction.

**SUGGESTED ACTIVITIES:**

- Develop physical and mental fitness programs.
- Experience positive and social interaction through service projects for school, community, or charitable organizations.

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/science/index.html](http://www.learningforlife.org/exploring/science/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. Activities that provide opportunities for youth to gain a keen respect for the basic rights of others.

**SUGGESTED ACTIVITIES:**

- Plan service projects for charities, churches, youth groups, and community organizations. Assist with projects and programs of the National Weather Service; develop and carry out conservation and energy-saving projects.
- Work with the U.S. Geological Survey, Department of Energy, American Petroleum Institute, and local school earth science courses where feasible.
- Work with Keep America Beautiful, Inc., including the Clean Community System and other public education efforts; develop and implement local projects relating to beautifying, recycling, and reusing materials; participate in the nationwide Keep America Beautiful Week observation each April; seek national recognition through the Keep America Beautiful awards program; conduct workshops to instruct community residents in simple, low-cost ways to conserve energy.
- Assist with tutoring, language skills, school programs, and public service projects related to business and chemical careers; organize chemistry competitions such as chem-a-thons, calculator contests, or science fairs; plan tournaments in public speaking, writing, communication, or laboratory skills; assist with American Chemical Society local section projects and work with local section chemists where feasible; promote the positive aspects of the chemical industry.
- Work with the National Oceanic and Atmospheric Administration, National Wildlife Federation, Fish and Wildlife Service, The Wildlife Society, International Association of Fish and Wildlife Agencies, and the Wildlife Management Institute; develop programs related to public relations, fund-raising, and conservation projects undertaken by zoological parks and aquariums.

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](http://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/science/index.html](http://www.learningforlife.org/exploring/science/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



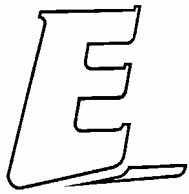
**5. CHARACTER EDUCATION:** Programs that help youth develop skills necessary for making ethical choices. Activities that provide opportunities for fulfilling one's responsibility to society.

**SUGGESTED ACTIVITIES:**

- Help make ethical choices in your home, Explorer post, and school.
- Serve as a mentor or role model for someone younger than you.
- Offer to assist a special-needs Learning for Life group.
- Help as a staff member for the Learning for Life outdoor program, if they have one.

*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.



# **FIVE-STEP PLAN FOR DEVELOPING A SCIENCE EXPLORING POST PROGRAM**

Organizing an Explorer post (group) in your organization is easy!  
A local high school survey of students interested in science careers has already been completed in your community. Just follow the **Five-Step Plan for Post Program**

## **Development:**

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

**Key Items:**

- CEO selects the key adult volunteer leadership for the post
- CEO distributes adult resources survey within the organization
- CEO sets a date for the career opportunities development meeting
- CEO sets the post firstnighter meeting and sends letter of invitation to students
- CEO signs the Exploring Memorandum of Understanding

**Step Two**     **Career Opportunities Development Meeting:** A training and program development meeting for post adult leaders conducted by an Exploring program representative.

**Key Items:**

- Conduct post adult leadership training
- Select the career opportunities the organization can support
- Schedule monthly career opportunities meetings and adult consultant on Exploring post program development calendar
- Review firstnighter meeting agenda and check list
- Complete Exploring adult participants roster

**Step Three**     **Post Firstnighter Meeting:** A special and exciting hands-on meeting held annually by each post to recruit new youth participants.

**Key Items:**

- Initiate a telephone follow-up to interested students before the firstnighter
- Conduct the firstnighter meeting using the suggested agenda
- Distribute Explorer activity interest survey
- Invite students to join and collect from each student the participation fee
- Determine top choices of Explorer activity interest survey after meeting

**Step Four**     **Post Activities Development Meeting:** A program planning meeting with Explorer's input to reach agreement on post monthly activities.

**Key Items:**

- Review the program match tallies from the adult resource and Explorer activity interest surveys for determining top post activities
- Select and schedule top post activities on post program development calendar
- Assign an Explorer activity chair and adult consultant for all post activities
- Elect Explorer post officers

**Step Five**     **Explorer Post Officers' Seminar:** Training meeting for elected post officers.

**Key Items:**

- Learn their position responsibilities
- Build a working leadership team
- Acquaint officers with Exploring leadership skills

# ***Exploring***

## **POST MEETING AGENDA**

### **Call to Order and Introduction of Guests**

**Post President**

### **Old Business**

- Reading of the minutes from the previous meeting
- Treasurer report
- Post officer report

### **New Business**

**Post President**

- Discussion by the Explorers on matters that need a decision
- Enrollment of new youth attending the meeting      Vice President—Administration
- Promotion of upcoming events      Vice President—Program
- Reminder of next meeting and any materials  
needed, other requirements, or what to bring and wear, etc.      Activity Chair
- Post Advisor's comments

### **Post Career Opportunities Program**

**Youth Activity Chair**

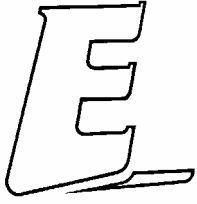
### **Next Meeting Announcement**

**Post President**

### **Closing Reflection**

**Post Officer**

**After the meeting**, the vice president—program follows up with the activity chair to double-check all arrangements for the next post meeting.



## **GENERAL EXPLORER POST PROGRAM DEVELOPMENT RESOURCES**

Resources outlined below are found in the Exploring publication called *Five-Step Plan for Post Program Development* and are available from the local Learning for Life office. For local office information, go to [www.learningforlife.org](http://www.learningforlife.org), then scroll down and enter your five-digit zip code and click on SEARCH.

**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.

**PROGRAM MATCH TALLY SHEET.** 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. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

**CAREER OPPORTUNITIES DEVELOPMENT MEETING.** This is the first training and program development meeting for post adult leaders conducted by an Exploring program representative. Post adult leadership training is conducted, the career opportunities worksheet is completed, and plans are reviewed to recruit new youth participants at the post firstnighter.

**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:

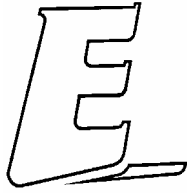
**BRAINSTORM** Brainstorm to bring out ideas that might not be on the survey. Sometimes the most creative activities are suggested this way. The brainstorming should involve all of the youth participants.

**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.

**POST PROGRAM DEVELOPMENT CALENDAR.** Schedule each selected post activity on the post program development calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

**EXPLORER ACTIVITY 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.



## **SCIENCE EXPLORING** **PROGRAM SUPPORT**

Resources outlined below are available as noted on either the public Web site at [www.learningforlife.org/exploring/science/index.html](http://www.learningforlife.org/exploring/science/index.html) or from the local Learning for Life office. For local office information, go to [www.learningforlife.org](http://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.

### **SCIENCE EXPLORING WEB PAGE** (see public Web site)

Visit the Science Exploring Web site at [www.learningforlife.org/exploring/science/index.html](http://www.learningforlife.org/exploring/science/index.html) for the following:

- Career Achievement Award for Science 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](http://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/science/index.html](http://www.learningforlife.org/exploring/science/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/science/index.html](http://www.learningforlife.org/exploring/science/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](http://www.learningforlife.org), click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Leadership Award Program).

**LEADERSHIP DEVELOPMENT SERIES** (see local LFL office)

The Learning for Life Leadership Development Series 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 Development 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](http://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](http://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](http://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/science/index.html](http://www.learningforlife.org/exploring/science/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](http://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/science/index.html](http://www.learningforlife.org/exploring/science/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](http://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.

# SCIENCE CAREERS

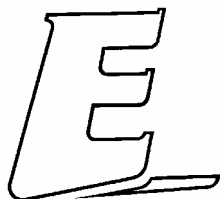
# *Exploring*



## Appendix:

**Career Opportunities Worksheet,  
Sample Exploring Program Calendar,  
Career Achievement Award  
Information, and  
Sample Forms**





## **Additional Instructions for Steps 2 and 4 of the Five-Step Plan for Science Exploring Program Development**

### **Step 2: Career Opportunities Program Development Meeting**

**(Use Science Career Opportunities Worksheet)**

1. Review **the Science 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 Science 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 Science Exploring calendar and the results from the adult resource survey, 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. Make sure you have included the local council Exploring events, activities, and training dates on the calendar.
7. At the first post meeting following the open house, present the suggested post activity ideas to the youth leadership.
8. Include other dates:
  - Open house date (fall and spring)
  - Participating organization dates
  - Superactivity dates
  - Check for school and other official holiday dates

## **Science 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 Science 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 Science Career Achievement Award. To earn the Science 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.

## Science Career Achievement Award

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 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.

### Science Achievements

Do nine of the following:

1. Make three-dimensional models of the atoms of the three isotopes of hydrogen. Show neutrons, protons, and electrons. Make a presentation at a post meeting, community youth group, school class, or other group meeting using these models to explain the difference between atomic weight and number.
2. Write a 500-word essay telling who any five of the following people were and explain what each of the five discovered in the field of atomic energy. Also, explain how any one person's discovery was related to another person's work: Henri Becquerel, Niels Bohr, Marie Curie, Albert Einstein, Enrico Fermi, Otto Hahn, Ernest Lawrence, Lise Meitner, Wilhelm Roentgen, and Ernest Rutherford.
3.
  - a. Build an electroscope. Put a radiation source on or near the terminal.
  - b. Demonstrate at your post meeting or another youth group meeting how it works. Explain any difference seen. Explain how you made the electroscope.
4.
  - a. Build a model of a reactor.
  - b. Make a presentation to your post or another youth group explaining how the reactor works. Explain the function of the fuel, the control rods, the shielding, the moderator, and any cooling material. Explain how a reactor could be used to change nuclear energy into electrical energy or make things radioactive.
5.
  - a. Make and use a simple electromagnet.
  - b. Show magnetic attraction and repulsion.
  - c. Make a presentation to your post, your class, or another youth group, explaining how to use the knowledge you have acquired about magnetic attraction and repulsion.

OR

- d. Create a tabletop display using the knowledge you have acquired about magnetic attraction and repulsion and display it at a post meeting, in your classroom, or in another public area.
6. With your post, another community youth group, or your school class, define "chemistry" and tell what chemicals are. Cover the following topics:
  - a. Explain the difference between atoms and molecules and between compounds and mixtures.
  - b. Prepare and present a list of 10 chemicals found in your home and explain their uses.
  - c. Tell the difference between a chemical reaction and a physical change.
  - d. Tell how chemicals in your home are safely stored and how to dispose of them safely.
7.
  - a. Learn about and be able to define inorganic chemistry.
  - b. Carry out an experiment to show three different ways of protecting iron or steel from rusting.

- c. Tell why aluminum doesn't rust the way iron does.
  - d. Do an experiment in which one metal makes another metal deposit from solution.
  - e. Explain what takes place in terms of the activity series of metals.
8. a. Make a presentation to your post or another group on ONE of the following:
- a. The formula for ozone. Tell where ozone is found. Tell how it is a pollutant but also necessary for a healthy environment.
  - b. The formula for carbon dioxide. Tell how it can cause the greenhouse effect.
  - c. The formula for sulfur dioxide. Explain what acid rain is. What does pH measure? Measure the pH of rain or a body of water near your home. Tell how acid rain can be prevented.

OR

- b. Make a tabletop display using (a), (b), and (c) above. Display at your post meeting or in another public place.
9. Demonstrate the flow of heat energy. Use your demonstration with your post or another group to explain in your own words the ideas of heat, temperature, kinetic energy, calorie, and the laws of thermodynamics.
10. Make presentations to your post or another group, giving an example of each of the following forms of energy: heat, light, mechanical, electrical, chemical, and atomic. Prepare a table showing devices for each of the forms of energy that will convert each into another form of energy. Describe the idea of trade-offs in energy use.
11. a. Write a 500-word essay listing the main salts, gases, and nutrients in seawater. Describe some important properties of water. Tell how the animals and plants of the ocean affect the chemical composition of seawater. Explain how differences in evaporation and precipitation affect the salt content of the oceans.

OR

- b. Make a presentation of the topics above to your post or another group.
12. Do materials science experiments to show the differences in strength and heat conductivity of wood, plastic, and metal. Explain how this affects building design. Discuss what you have learned with your post, your class, or another group.
13. Develop a project that would help solve an environmental problem, reduce a negative environmental effect, or increase environmental awareness in your community. Include plans for a specific project that your Explorer post, your school class, or another community group could do.
14. Attend a regional or national science career conference as either a staff member or a participant.

## 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](http://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.

## Science Achievements Worksheet

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

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

### Do nine of the following:

1. Make three-dimensional models of the atoms of the three isotopes of hydrogen. Show neutrons, protons, and electrons. Make a presentation at a post meeting, community youth group, school class, or another group meeting using these models to explain the difference between atomic weight and number.

Completed \_\_\_\_\_

2. Write a 500-word essay telling who any five of the following people were and explain what each of the five discovered in the field of atomic energy. Also, explain how any one person's discovery was related to another person's work: Henri Becquerel, Niels Bohr, Marie Curie, Albert Einstein, Enrico Fermi, Otto Hahn, Ernest Lawrence, Lise Meitner, Wilhelm Roentgen, and Ernest Rutherford.

Completed \_\_\_\_\_

3a. Build an electroscope. Put a radiation source on or near the terminal.

3b. Demonstrate at your post meeting or another youth group meeting how it works. Explain any difference seen. Explain how you made the electroscope.

Completed \_\_\_\_\_

4a. Build a model of a reactor.

4b. Make a presentation to your post or another youth group explaining how the reactor works. Explain the function of the fuel, the control rods, the shielding, the moderator, and any cooling material. Explain how a reactor could be used to change nuclear energy into electrical energy or make things radioactive.

Completed \_\_\_\_\_

5a. Make and use a simple electromagnet.

5b. Show magnetic attraction and repulsion.

5c. Make a presentation to your post, your class, or another youth group, explaining how to use the knowledge you have acquired about magnetic attraction and repulsion.

OR

5d. Create a tabletop display using the knowledge you have acquired about magnetic attraction and repulsion and display it at a post meeting, in your classroom, or in another public area.

Completed \_\_\_\_\_

6. With your post, another community youth group, or your school class, define "chemistry" and tell what chemicals are. Cover the following topics:

(a) Explain the difference between atoms and molecules and between compounds and mixtures.

(b) Prepare and present a list of 10 chemicals found in your home and explain their uses.

- (c) Tell the difference between a chemical reaction and a physical change.
- (d) Tell how chemicals in your home are safely stored and how to dispose of them safely.

Completed \_\_\_\_\_

- 7a. Learn about and be able to define inorganic chemistry.
- 7b. Carry out an experiment to show three different ways of protecting iron or steel from rusting.
- 7c. Tell why aluminum doesn't rust the way iron does.
- 7d. Do an experiment in which one metal makes another metal deposit from solution.
- 7e. Explain what takes place in terms of the activity series of metals.

Completed \_\_\_\_\_

- 8a. Make a presentation to your post or another group on ONE of the following:
  - (a) The formula for ozone. Tell where ozone is found. Tell how it is a pollutant but also necessary for a healthy environment.
  - (b) The formula for carbon dioxide. Tell how it can cause the greenhouse effect.
  - (c) The formula for sulfur dioxide. Explain what acid rain is. What does pH measure? Measure the pH of rain or a body of water near your home. Tell how acid rain can be prevented.

OR

- 8b. Make a tabletop display using (a), (b), and (c) above. Display at your post meeting or in another public place.

Completed \_\_\_\_\_

- 9. Demonstrate the flow of heat energy. Use your demonstration with your post or another group to explain in your own words the ideas of heat, temperature, kinetic energy, calorie, and the laws of thermodynamics.

Completed \_\_\_\_\_

- 10. Make presentations to your post or another group, giving an example of each of the following forms of energy: heat, light, mechanical, electrical, chemical, and atomic. Prepare a table showing devices for each of the forms of energy that will convert each into another form of energy. Describe the idea of trade-offs in energy use.

Completed \_\_\_\_\_

- 11a. Write a 500-word essay listing the main salts, gases, and nutrients in seawater. Describe some important properties of water. Tell how the animals and plants of the ocean affect the chemical composition of seawater. Explain how differences in evaporation and precipitation affect the salt content of the oceans.

OR

- 11b. Make a presentation of the topics above to your post or another group.

Completed \_\_\_\_\_

- 12. Do materials science experiments to show the differences in strength and heat conductivity of wood, plastic, and metal. Explain how this affects building design. Discuss what you have learned with your post, your class, or another group.

Completed \_\_\_\_\_

13. Develop a project that would help solve an environmental problem, reduce a negative environmental effect, or increase environmental awareness in your community. Include plans for a specific project that your Explorer post, your school class, or another community group could do.

Completed \_\_\_\_\_

14. Attend a regional or national science career conference as either a staff member or a participant.

Completed \_\_\_\_\_

## **Resources**

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## **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.

**Science Exploring**  
**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: \_\_\_\_\_

<input type="checkbox"/> Bowling	<input type="checkbox"/> Photography	<b>Sports activities:</b> _____ _____ _____
<input type="checkbox"/> Camping	<input type="checkbox"/> River/white-water rafting	
<input type="checkbox"/> Career clinic	<input type="checkbox"/> Rock climbing/ rappelling	
<input type="checkbox"/> College planning	<input type="checkbox"/> Roller-skating	<b>Hobby/interest:</b> _____ _____ _____
<input type="checkbox"/> Community cleanup project	<input type="checkbox"/> Sailing/canoeing	
<input type="checkbox"/> Computers	<input type="checkbox"/> Snorkeling/scuba diving	
<input type="checkbox"/> Conservation project	<input type="checkbox"/> Snow skiing	<b>Other ideas:</b> _____ _____ _____
<input type="checkbox"/> Cycling	<input type="checkbox"/> Swimming	
<input type="checkbox"/> Dance	<input type="checkbox"/> Tour of city (area)	
<input type="checkbox"/> First aid training	<input type="checkbox"/> Visit to TV or radio station	
<input type="checkbox"/> Fishing	<input type="checkbox"/> Waterskiing	
<input type="checkbox"/> Horseback riding		
<input type="checkbox"/> Ice skating		
<input type="checkbox"/> Movies		
<input type="checkbox"/> Music		

Return to:

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# 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

# ***SCIENCE CAREERS***

## ***Career Opportunities Worksheet***

Please add any additional career topics unique to either your participating organization or other available community-based organizations.

	<u><b>Career Opportunities Activity Topics</b></u>	<b>Organization Has Resources</b>	<u><b>Organization Consultant</b></u>
		<b>YES/NO</b>	<b>Who will teach this skill?</b>
1	Biological and Medical Scientists— Aquatic Biologists, Marine Biologists		
2	Biological and Medical Scientists— Biochemists		
3	Biological and Medical Scientists— Botanists		
4	Biological and Medical Scientists— Microbiologists, Medical Microbiologists		
5	Biological and Medical Scientists— Physiologists		
6	Biological and Medical Scientists— Biophysicists		
7	Biological and Medical Scientists— Zoologists, Wildlife Biologists		
8	Biological and Medical Scientists— Ecologists		
9	Biological and Medical Scientists— Soil Scientists		
10	Biological and Medical Scientists— Agricultural and Food Scientists		
11	Conservation Scientists and Foresters— Foresters		
12	Conservation Scientists and Foresters— Range Managers, Range Scientists		
13	Conservation Scientists and Foresters— Soil Conservationists		
14	Chemists and Materials Scientists— Improved Synthetic Fibers, Paints, Cosmetics		
15	Chemists and Materials Scientists— Processes That Save Energy and Reduce Pollution		
16	Chemists and Materials Scientists— Graphite Materials, Integrated-Circuit Chips, and Fuel Cells		
17	Chemists and Materials Scientists— Analytical Chemists		
18	Chemists and Materials Scientists—		

	Organic Chemists		
19	Chemists and Materials Scientists— Inorganic Chemists		
20	Chemists and Materials Scientists— Physical and Theoretical Chemists		
21	Chemists and Materials Scientists— Macromolecular Chemists		
22	Chemists and Materials Scientists— Medicinal Chemists		
23	Chemists and Materials Scientists— Material Chemists		
24	Environmental Scientists and Geoscientists— Environmental Scientists		
25	Environmental Scientists and Geoscientists— Geoscientists, Seismologists, Geochemists		
26	Environmental Scientists and Geoscientists— Oceanographers		
27	Environmental Scientists and Geoscientists— Hydrologists		
28	Physicists and Astronomers— Laws of Gravity, Electromagnetism, and Nuclear Interactions		
29	Physicists and Astronomers— Physical Laws and Theories		
30	Physicists and Astronomers— Nature of the Universe		
31	Physicists and Astronomers— Solve Problems in Navigation, Space Flight, and Satellite Communications		
32	Physicists and Astronomers— Design Research Equipment		
33	Science Technicians—Chemical		
34	Science Technicians—Biological		
35	Science Technicians— Environmental Science and Protection		
36	Science Technicians— Forest and Conservation		
37	Science Technicians— Agricultural and Food Science		
38	Science Technicians— Geological and Petroleum		
39	Science Technicians—Forensic Science		
40	Science Technicians—Nuclear		

## Sample of a Completed Science Careers Exploring Program Calendar

	<b>1st Mtg. Date</b>	<b>1st Meeting Career Opportunities Topic</b>	<b>1st Meeting Adult Consultant/ Youth Chair</b>	<b>2nd Mtg. Date</b>	<b>2nd Meeting Career Opportunities Topic</b>	<b>2nd Meeting Adult Consultant/ Youth Chair</b>	<b>Monthly Post Activity Planning Meeting Date</b>	<b>Monthly Post Weekend Activity</b>	<b>Monthly Post Activity Consultant/ Youth Chair</b>	<b>Council Activity Programs</b>
<b>SEPT</b>	<b>1st Wed.</b>	Fall open house	Hal Mark	<b>2nd Wed.</b>	Elect officers and plan post activity program	Bill Martha	<b>3rd Wed.</b>	Picnic for post participants and families	Martha Bill	Exploring weekend at camp
<b>OCT</b>	<b>1st Wed.</b>	Meteorology	James Sean	<b>2nd Wed.</b>	Air pollution control	Cliff Cheryl	<b>3rd Wed.</b>	Visit National Weather Service	Cheryl John	
<b>NOV</b>	<b>1st Wed.</b>	Science journalism	Frank Tom	<b>2nd Wed.</b>	Agriculture	Peggy Jimmy	<b>3rd Wed.</b>	Assist local environmental organization	Jimmy Peggy	Quarterly conference
<b>DEC</b>	<b>1st Wed.</b>	Maritime weather	Cosby Judy	<b>2nd Wed.</b>	Biometeorologic al effect	Marty Mariann	<b>3rd Wed.</b>	Assist special-needs students	Mariann Marty	
<b>JAN</b>	<b>1st Wed.</b>	Research & teaching	Laun Mike	<b>2nd Wed.</b>	Atmospheric science	Jim Natalie	<b>3rd Wed.</b>	Visit local water supplier	Natalie Jim	LFL Leadership Development Series
<b>FEB</b>	<b>1st Wed.</b>	Geology	Matthew Danny	<b>2nd Wed.</b>	Mining	John Cindy	<b>3rd Wed.</b>	Visit local energy provider	Cindy John	
<b>MAR</b>	<b>1st Wed.</b>	Land use	Tom Katy	<b>2nd Wed.</b>	Energy	Carey Ann	<b>3rd Wed.</b>	Conservation & energy-saving project	Ann Carey	Community service project
<b>APR</b>	<b>1st Wed.</b>	Conservation	Cliff Maya	<b>2nd Wed.</b>	Solid waste disposal	Debbie Murray	<b>3rd Wed.</b>	Nationwide Keep America Beautiful week observation month	Murray Debbie	
<b>MAY</b>	<b>1st Wed.</b>	Environmental science	Ashley Amy	<b>2nd Wed.</b>	Recycling & research	Rayna David	<b>3rd Wed.</b>	Assist National Weather Service education program	David Rayna	Annual Exploring banquet
<b>JUNE JULY</b>	<b>1st Wed.</b>	Science health & safety	Matthew Monica	<b>2nd Wed.</b>	Science law	Faye Hazel	<b>3rd Wed.</b>	Visit university science departments	Hazel Faye	
<b>AUG</b>	<b>1st Wed.</b>	Technology	Paul Denise	<b>2nd Wed.</b>	Education skills & training	David Stephanie	<b>3rd Wed.</b>	Visit zoo, park, fish & wildlife management facility	Stephanie David	Our Town at Night Activity



***Program Match Sheet:***

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

<b>Music</b>						
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### *Program Match Sheet*

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

### **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.