

Exploring



SKILLED TRADES EXPLORER POST PROGRAM GUIDE

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WHAT IS SKILLED TRADES 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. Skilled Trades Exploring is a youth development program centered on skilled trades careers. Skilled Trades Explorers might choose to try their hands at various careers or gain an in-depth knowledge of one specialty trade. The bottom line is that Exploring is action oriented.

ORGANIZING AN 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.

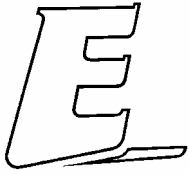
The organization interested in Skilled Trades Exploring is known as the participating organization. These participating organizations provide the program assistance for Explorer post meetings, activities, and trips through caring adult volunteer leaders recruited from the organization.

The executive officer of the participating organization agrees:

- To recruit adult volunteer leaders
- Review the Skilled Trades career opportunities worksheet
- Develop a list of additional skilled trades program ideas
- Provide meeting facilities
- Signs the annual Memorandum of Understanding

Learning for Life provides:

- Program development support
- Training for youth and adults
- Liability insurance
- Activity planning
- Ongoing volunteer and staff service



THE FIVE-STEP PLAN FOR POST 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 skilled trades 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

SUGGESTED POST PROGRAM IDEAS FOR A SKILLED TRADES EXPLORER POST

The program of a Skilled Trades Explorer post matches the interests of young adults with the resources and adult expertise of their participating organization. Your Explorer post adult and youth leaders might use the following ideas when planning a well-balanced program around Exploring's five areas of program emphasis: **Career Opportunities, Leadership Experience, Life Skills, Citizenship, and Character Education.**



1. CAREER OPPORTUNITIES: Programs that develop potential contacts that may broaden employment options. Posts should encourage activities that boost a youth's self-confidence and help him or her experience success at school and work.

SUGGESTED TOPICS: Investigate the total scope of skilled trades careers in industry, military, government, research, and recreation. Study opportunities and prerequisites in a variety of crafts and careers. Investigate apprenticeship programs; secure speakers on future career opportunities in trades, crafts, services, and professions; visit job sites and workplaces. Review the education, training, and experience required by various careers. Plan presentations on training programs and study the needs of business, commerce, and industry for skilled employees. Use the **Skilled Trades Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Skilled Trades Exploring**.



2. LEADERSHIP EXPERIENCE: Programs that develop leadership skills to help youth fulfill their responsibilities in society. Activities provide exposure to different leadership traits.

SUGGESTED TOPICS: Provide opportunities for Explorers to participate in civic or community service projects. Learn about the history, philosophy, development, structure, and activities of the skilled trades field. Plan programs that review labor relations and the free enterprise system. Study the benefits offered to skilled trades employees. Plan programs and discussion on topics like job safety standards and regulations applicable to employers and employees.

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. Advisors should organize activities that provide youth with opportunities to experience positive social interaction.

SUGGESTED TOPICS: Study workplace safety, regulations, and programs; plan programs on safety equipment and clothing; learn first aid. Learn isometric exercises that can be used at

work. Secure presentations by qualified occupational safety and health authorities. Plan programs relating to mental and emotional fitness, health care, and nutrition. Study the physical skill and strength various occupations require.

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/skilledtrades/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 skills and the desire to help others. Strong post program includes activities that provide youth with opportunities to gain a keen respect for the basic rights of others.

SUGGESTED TOPICS: Organize community cleanup campaigns, assist disabled or elderly people with house repairs, and work with youth groups to organize sports tournaments, support local public service programs and blood drives, and support the local United Way or other community projects. 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/skilledtrades/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

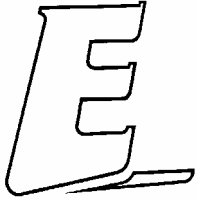


5. CHARACTER EDUCATION: Programs that help youth develop skills necessary for making ethical choices. Explorers need exposure to activities that provide opportunities for fulfilling one's responsibility to society.

SUGGESTED TOPICS: Use the Learning for Life *Character Education Activities*. Post can organize an entire post meeting dedicated to these activities. Show skilled trades incidents where character is involved, like the bidding process, writing estimates, billing for materials, following all the building codes, environmental issues, and employment practices.

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.

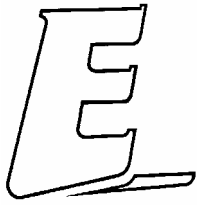
Character Education in Exploring. The local Learning for Life office provides this overview flier which describes the key components of character education in Exploring: learning through experiences, problem-solving skills, character education forum, and reflection.



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, and place of 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. (*Explorer Youth Leader Guidebook*, available at www.learningforlife.org).



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.

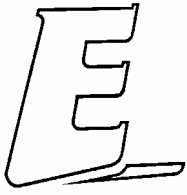
SCHEDULE THE POST ACTIVITIES List each activity on the post's calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

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!!!



SKILLED TRADES **EXPLORING PROGRAM SUPPORT**

Resources outlined below are available as noted on either the public Web site at www.learningforlife.org/exploring/skilledtrades/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.

SKILLED TRADES EXPLORING WEB PAGE (see public Web site)

Visit the Skilled Trades Exploring Web site at www.learningforlife.org/exploring/skilledtrades/index.html for the following:

- Career Achievement Award for Skilled Trades 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/skilledtrades/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/skilledtrades/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
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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 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. 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.

NATIONAL SCHOLARSHIPS

AFL-CIO Skilled Trades Explorer Scholarship (\$1,000)

National Young American Award (\$5,000)

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/skilledtrades/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/skilledtrades/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.
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Exploring

SKILLED TRADES CAREERS

Construction Trades

Culinary Arts

Automotive Trades

Appendix:
Career Opportunities Worksheets,
Career Achievement Award Information,
Sample Program Calendars,
and
Sample Forms



Additional Instructions for Steps 2 and 4 of Exploring Program Development

Step 2: Career Opportunities Program Development Meeting

(Use Skilled Trades Career Opportunities Worksheet)

1. Review **the Skilled Trades 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 Skilled Trades 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 Skilled Trades 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

CONSTRUCTION SKILLED TRADES CAREERS PROGRAM OPPORTUNITIES WORKSHEET

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

| | <u>Career Opportunity Topics</u> | Organization Has Resources | <u>Organization Adult Consultant</u> |
|----|---|-----------------------------------|---|
| | | YES/NO | Who will teach this skill? |
| 1 | Working with and naming hand tools | | |
| 2 | Working with and naming electrical tools | | |
| 3 | Working with and naming power tools | | |
| 4 | How to read a blueprint or diagram | | |
| 5 | Measurement tools and instruments | | |
| 6 | On-site construction safety procedures | | |
| 7 | Cutting materials: saws, knives | | |
| 8 | Joining materials: nails, glue | | |
| 9 | Mixing cement | | |
| 10 | Roofing and materials | | |
| 11 | Electrical wiring diagrams | | |
| 12 | Electrical wiring—wiring a doorbell or lamp | | |
| 13 | Electric circuits and breakers | | |
| 14 | Plumbing lines | | |
| 15 | Cutting pipes for water/plumbing | | |
| 16 | Joining pipes for water/plumbing | | |
| 17 | Installing basic plumbing items | | |
| 18 | Shut off valves for plumbing | | |
| 19 | Heating and air conditioning units | | |
| 20 | Duct work for heating and air conditioning | | |
| 21 | Installing doors | | |
| 22 | Installing carpets | | |
| 23 | Installing windows | | |
| 24 | Sheetrock and walls repairing | | |
| 25 | Painting—exterior and interior | | |
| 26 | Wallpaper hanging | | |
| 27 | Foundations and forms | | |
| 28 | Construction machinery | | |
| 29 | Using and laying bricks and blocks | | |
| 30 | Landscaping | | |
| 31 | Local regulations: code and permits | | |
| 32 | Installing telephone and cable lines | | |
| 33 | Supervising a work crew | | |
| 34 | Basic welding procedures and safety | | |
| 35 | Working with sheet metal | | |
| 36 | Glazing and working with glass | | |

CULINARY ARTS CAREERS

PROGRAM OPPORTUNITIES WORKSHEET

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

| | <u>Career Opportunity Topics</u> | Organization Has Resource | <u>Organization Adult Consultant</u> |
|----|---|--|--|
| | | YES/NO | Who can teach this skill? |
| 1 | Naming food preparation items | | |
| 2 | Safety procedures | | |
| 3 | Sanitation procedures | | |
| 4 | Measuring utensils | | |
| 5 | Using different types of ovens | | |
| 6 | Making basic dough | | |
| 7 | Preparing vegetables and salads | | |
| 8 | Selection of entrees | | |
| 9 | Proper table setting | | |
| 10 | Buffet setting and serving | | |
| 11 | Food quantities for groups | | |
| 12 | Keeping items hot and cold | | |
| 13 | Presentation of food items | | |
| 14 | Use of different knives | | |
| 15 | Selection of desserts | | |
| 16 | Clean up | | |
| 17 | Supervising/managing a crew | | |
| 18 | Preparing breakfast items | | |
| 19 | Preparing luncheons | | |
| 20 | Making soups | | |
| 21 | Different types of meats | | |
| 22 | Portion control | | |
| 23 | Controlling inventory | | |
| 24 | Ordering supplies | | |
| 25 | Hotel banquet management | | |
| 26 | Short-order and fast-food cooking | | |
| 27 | Measuring ingredients | | |
| 28 | Seasoning food | | |
| 29 | Food preservatives | | |
| 30 | Pots, pans, and utensils—naming & sizes | | |
| 31 | Sauces and gravies | | |
| 32 | Making and preparing pastas | | |
| 33 | Vegetarian meal options | | |
| 34 | Budgeting and purchasing | | |
| 35 | Working with seafood products | | |
| 36 | Dairy items | | |

AUTOMOTIVE SKILLED TRADES CAREERS PROGRAM OPPORTUNITIES WORKSHEET

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

| | <u>Career Opportunity Topics</u> | Organization Has Resources | <u>Organization Adult Consultant</u> |
|----|---|---|--|
| | | YES/NO | Who can teach this skill? |
| 1 | Basic combustion engine operations | | |
| 2 | Basic diesel engine operations | | |
| 3 | Exhaust system | | |
| 4 | Electrical system | | |
| 5 | Carburetor problems | | |
| 6 | Fuels and fuel-injection system | | |
| 7 | How to perform a tune up | | |
| 8 | Oil change and filters | | |
| 9 | Engine cooling system | | |
| 10 | Air conditioning and heating operations | | |
| 11 | Braking systems | | |
| 12 | Drive train and transmission | | |
| 13 | Steering components | | |
| 14 | Body work: painting | | |
| 15 | Body work: dents and repairs | | |
| 16 | Safety inspection for vehicles | | |
| 17 | Tires—alignment and balance | | |
| 18 | Computer technology with cars | | |
| 19 | Auto mechanics—basic tools | | |
| 20 | Safety concerns and procedures | | |
| 21 | Belts, hoses, and plugs | | |
| 22 | Shocks and struts | | |
| 23 | Windshields, mirrors, and glass | | |
| 24 | Interior and exterior lights | | |
| 25 | Radios and music players—installation | | |
| 26 | Mobile communication equipment | | |
| 27 | Unibody frame work and repair | | |
| 28 | Welding skills for mechanics | | |
| 29 | Local/state inspection rules | | |
| 30 | Certifications for auto mechanics | | |
| 31 | Insurance and claims | | |
| 32 | Ordering parts and keeping inventory | | |
| 33 | Supervising a crew | | |
| 34 | Budgeting | | |
| | | | |
| | | | |

Skilled Trades Career Achievement Award

Skilled Trades 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 or adult high school Learning for Life group leader 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.

Skilled Trades Achievements

Do **nine** of the following:

1. a. Identify five different kinds of wood and state each wood's characteristics and suitability for different purposes.
b. Make a tabletop display or presentation on this subject to your post, another post, or a community youth group.
2. a. Learn how to use five different hand tools and demonstrate their use to a group.
b. Demonstrate the safe use of common power tools, such as an electric drill, power saw, sander, or nail gun.
c. Learn and demonstrate important safety features of various power tools.
3. a. Learn how and then demonstrate how to properly care for tools.
b. Learn how to sharpen a chisel or plane.
c. Learn how to sand wood manually and with a power sander.
d. Learn how to make a simple 45-degree miter cut, and then learn how to make a compound miter cut.
4. a. Build a shelf, birdhouse, flower box, or other wood project using hand tools.
b. Lead a community youth group, school class, or daycare center group in building a wood project.
5. a. Learn and demonstrate how to read blueprints.
b. Design a blueprint for a personal project or help another Explorer or youth develop a blueprint.
6. a. Tour a residential or commercial job site to watch carpenters at work, or work as an assistant for a day.

OR

- b. Work on a construction project, such as one for Habitat for Humanity.
7. a. Learn and demonstrate mechanical drawing skills by making detailed drawings of a mechanical device.
b. Visit a drafting company that uses a computer-aided design system to see how computers are used in design work.
8. a. Make a schematic drawing that explains how hot and cold water pipes work in your home.
b. Learn how to protect pipes from freezing in cold weather.
c. Learn the advantages and disadvantages of using PVC and copper pipe for plumbing purposes. Determine code requirements for using these materials in your area.

- d. Make a tabletop display or presentation for a group on this subject.
- 9. a. Arrange a tour of a Federal Aviation Administration facility.
b. After the tour, lead a post discussion on the function and job requirements of that facility.
- 10. a. Learn how manual and automatic automobile transmissions work.
b. Learn how the entire drive train of an automobile works.
- 11. a. Take down and reassemble a carburetor or equivalent part.
b. Learn the function of several different tools mechanics use, including computer diagnostic equipment.
- 12. a. Develop a plan to use your acquired skilled trades' skills to help your community, such as building or fixing something in a daycare center, school, or community center.

OR

- b. Use your skilled trades' skills as a volunteer on a Habitat for Humanity project or similar construction project.
- 13. Explain 10 electrical terms, such as *volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, circuit, or short circuit.*
- 14. Attend a regional or national skilled trades 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).

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.

SKILLED TRADES CAREER ACHIEVEMENT AWARD
Skilled Trades Career Achievement Award Score Sheet

Name: _____

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

Do nine of the following:

1a. Identify five different kinds of wood and state each wood's characteristics and suitability for different purposes.

1b. Make a tabletop display or presentation on this subject to your post, another post, or a community youth group.

Completed _____

2a. Learn how to use five different hand tools and demonstrate their use to a group.

2b. Demonstrate the safe use of common power tools, such as an electric drill, power saw, sander, or nail gun.

2c. Learn and demonstrate important safety features of various power tools.

Completed _____

3a. Learn how and then demonstrate how to properly care for tools.

3b. Learn how to sharpen a chisel or plane.

3c. Learn how to sand wood manually and with a power sander.

3d. Learn how to make a simple 45-degree miter cut, and then learn how to make a compound miter cut.

Completed _____

4a. Build a shelf, birdhouse, flower box, or other wood project using hand tools.

4b. Lead a community youth group, school class, or daycare center group in building a wood project.

Completed _____

5a. Learn and demonstrate how to read blueprints.

5b. Design a blueprint for a personal project or help another Explorer or youth develop a blueprint.

Completed _____

6a. Tour a residential or commercial job site to watch carpenters at work, or work as an assistant for a day.

OR

6b. Work on a construction project, such as one for Habitat for Humanity.

Completed _____

7a. Learn and demonstrate mechanical drawing skills by making detailed drawings of a mechanical device.

7b. Visit a drafting company that uses a computer-aided design system to see how computers are used in design work.

Completed _____

- 8a. Make a schematic drawing that explains how hot and cold water pipes work in your home.
- 8b. Learn how to protect pipes from freezing in cold weather.
- 8c. Learn the advantages and disadvantages of using PVC and copper pipe for plumbing purposes. Determine code requirements for using these materials in your area.
- 8d. Make a tabletop display or presentation for a group on this subject.

Completed _____

- 9a. Arrange a tour of a Federal Aviation Administration facility.
- 9b. After the tour, lead a post discussion on the function and job requirements of that facility.

Completed _____

- 10a. Learn how manual and automatic automobile transmissions work.
- 10b. Learn how the entire drive train of an automobile works.

Completed _____

- 11a. Take down and reassemble a carburetor or equivalent part.
- 11b. Learn the function of several different tools mechanics use, including computer diagnostic equipment.

Completed _____

- 12a. Develop a plan to use your acquired skills to help your community, such as building or fixing something in a daycare center, school, or community center.

OR

- 12b. Use your skills as a volunteer on a Habitat for Humanity project or similar construction project.

Completed _____

- 13. Explain 10 electrical terms, such as *volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, circuit, or short circuit.*

Completed _____

- 14. Attend a regional or national skilled trades career conference as either a staff member or a participant.

Completed _____

Advisor's signature: _____

Comments: _____

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.

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

Sports activities:

Hobby/interest:

Other ideas:

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 Complete Construction Trades Careers Exploring Program Calendar

| | 1st Mtg. Date | 1st Meeting Career Opportunities Topic | 1st Meeting Adult Consultant/ Youth Chair | 2nd Mtg. Date | 2nd Meeting Career Opportunities Topic | 2nd Meeting Adult Consultant/ Youth Chair | Monthly Post Activity Planning Meeting Date | Monthly Post Weekend Activity | Monthly Post Activity Consultant/ Youth Chair | Council Activity Programs |
|----------------------|----------------------|---|--|----------------------|---|--|--|--|--|---|
| SEPT | 1st Wed. | Fall open house | Hal Mark | 2nd Wed. | Elect officers and plan post activity program | Bill Martha | 3rd Wed. | Picnic for Explorers & families | Martha Bill | Annual Exploring weekend |
| OCT | 1st Wed. | Working with and naming hand tools | James Sean | 2nd Wed. | Working with and naming electrical tools | Cliff Cheryl | 3rd Wed. | Visit residential or commercial job site | Cheryl John | |
| NOV | 1st Wed. | Working with and naming power tools | Frank Tom | 2nd Wed. | Working with brick: building a wall | Peggy Jimmy | 3rd Wed. | Provide repair work for the elderly | Jimmy Peggy | Attend Learning for Life quarterly conference |
| DEC | 1st Wed. | Working with sheet metal | Cosby Judy | 2nd Wed. | Pipefitting | Marty Mariann | 3rd Wed. | Assist special-needs students | Mariann Marty | |
| JAN | 1st Wed. | Stonemasonry skills | Laun Mike | 2nd Wed. | Using laminate materials | Jim Natalie | 3rd Wed. | Visit shop steward or union official | Natalie Jim | LFL leadership seminar |
| FEB | 1st Wed. | Using tile and plaster | Matthew Danny | 2nd Wed. | Glazing | John Cindy | 3rd Wed. | Study job site safety standards | Cindy John | |
| MAR | 1st Wed. | Landscaping | Tom Katy | 2nd Wed. | Foundations and forms | Carey Ann | 3rd Wed. | Assist home builders public service project | Ann Carey | Council community service project |
| APR | 1st Wed. | Wallpaper hanging | Cliff Maya | 2nd Wed. | Painting— exterior and interior | Debbie Murray | 3rd Wed. | Organize community cleanup campaign | Murray Debbie | |
| MAY | 1st Wed. | Installing windows | Ashley Amy | 2nd Wed. | Installing carpets | Rayna David | 3rd Wed. | Spring community project | David Rayna | |
| JUNE JULY | 1st Wed. | Duct work for HVAC | Matthew Monica | 2nd Wed. | Plumbing lines | Faye Hazel | 3rd Wed. | Demonstrate and publicize use of safety equipment & clothing | Hazel Faye | |
| AUG | 1st Wed. | Electric circuits and breakers | Paul Denise | 2nd Wed. | Roofing and materials | David Stephanie | 3rd Wed. | Visit skilled trades equipment suppliers | Stephanie David | |

Sample of a Complete Culinary Arts Careers Exploring Program Calendar

| | 1st Mtg. Date | 1st Meeting Career Opportunities Topic | 1st Meeting Adult Consultant/ Youth Chair | 2nd Mtg. Date | 2nd Meeting Career Opportunities Topic | 2nd Meeting Adult Consultant/ Youth Chair | Monthly Post Activity Planning Meeting Date | Monthly Post Weekend Activity | Monthly Post Activity Consultant Youth Chair | Council Activity Programs |
|----------------------|----------------------|---|--|----------------------|---|--|--|--|---|---|
| SEPT | 1st Wed. | Fall open house | Hal Mark | 2nd Wed. | Elect officers and plan post activity program | Bill Martha | 3rd Wed. | Picnic for Explorers & families | Martha Bill | Annual Exploring weekend |
| OCT | 1st Wed. | Making basic dough | James Sean | 2nd Wed. | Preparing vegetables and salads | Cliff Cheryl | 3rd Wed. | Visit hotel restaurant, commercial kitchen staff | Cheryl John | |
| NOV | 1st Wed. | Preparing breakfast items | Frank Tom | 2nd Wed. | Preparing luncheons | Peggy Jimmy | 3rd Wed. | Provide free breakfast for needy children | Jimmy Peggy | Attend quarterly conference |
| DEC | 1st Wed. | Making soups | Cosby Judy | 2nd Wed. | Controlling inventory | Marty Mariann | 3rd Wed. | Assist special-needs students | Mariann Marty | |
| JAN | 1st Wed. | Ordering supplies | Laun Mike | 2nd Wed. | Making and preparing pastas | Jim Natalie | 3rd Wed. | Visit bakery catering service | Natalie Jim | LFL Leadership Development Series |
| FEB | 1st Wed. | Working with seafood | Matthew Danny | 2nd Wed. | Operating a catering business | John Cindy | 3rd Wed. | Assist health department inspectors | Cindy John | |
| MAR | 1st Wed. | Beverage management | Tom Katy | 2nd Wed. | Balanced meals/nutrition | Carey Ann | 3rd Wed. | Offer cooking classes to the community | Ann Carey | Learning for Life community service project |
| APR | 1st Wed. | Pots, pans, and utensils | Cliff Maya | 2nd Wed. | Food preservatives | Debbie Murray | 3rd Wed. | Offer meal preparation services to community group | Murray Debbie | |
| MAY | 1st Wed. | Short-order and fast-food cooking | Ashley Amy | 2nd Wed. | Hotel banquet management | Rayna David | 3rd Wed. | Collect ethnic recipes and publish a cookbook | David Rayna | Our Town at Night activity |
| JUNE JULY | 1st Wed. | Supervising/managing a crew | Matthew Monica | 2nd Wed. | Using different types of ovens | Faye Hazel | 3rd Wed. | Visit food supplier or manufacturer | Hazel Faye | |
| AUG | 1st Wed. | Sanitation procedures | Paul Denise | 2nd Wed. | Safety procedures | David Stephanie | 3rd Wed. | Visit chef & maitre d'hotel | Stephanie David | |

Sample of a Complete Automotive Trades Careers Exploring Program Calendar

| | 1st Mtg. Date | 1st Meeting Career Opportunities Topic | 1st Meeting Adult Consultant/ Youth Chair | 2nd Mtg. Date | 2nd Meeting Career Opportunities Topic | 2nd Meeting Adult Consultant/ Youth Chair | Monthly Post Activity Planning Meeting Date | Monthly Post Weekend Activity | Monthly Post Activity Consultant Youth Chair | Council Activity Programs |
|----------------------|----------------------|---|--|----------------------|---|--|--|---|---|---|
| SEPT | 1st Wed. | Fall open house | Hal Mark | 2nd Wed. | Elect officers and plan post activity program | Bill Martha | 3rd Wed. | Picnic for Explorers & families | Martha Bill | Exploring weekend activity |
| OCT | 1st Wed. | Fundamentals of servicing | James Sean | 2nd Wed. | Gasoline engine | Cliff Cheryl | 3rd Wed. | Visit car dealership/ truck terminal | Cheryl John | |
| NOV | 1st Wed. | Fuel system | Frank Tom | 2nd Wed. | Ignition system | Peggy Jimmy | 3rd Wed. | Conduct car wash & sell auto safety items | Jimmy Peggy | Attend quarterly conference |
| DEC | 1st Wed. | Emission control system | Cosby Judy | 2nd Wed. | Auto transmission | Marty Mariann | 3rd Wed. | Help prepare for drivers test | Mariann Marty | |
| JAN | 1st Wed. | Basics of scope analysis | Laun Mike | 2nd Wed. | Efficient engine analysis | Jim Natlie | 3rd Wed. | Conduct school defensive driving course | Natalie Jim | LFL Leadership Development Series |
| FEB | 1st Wed. | Diagnosis of wheel vibration | Matthew Danny | 2nd Wed. | Diagnosing front-end problems | John Cindy | 3rd Wed. | Set up school carpools & share-a-ride bulletin boards | Cindy John | |
| MAR | 1st Wed. | Infrared exhaust analysis | Tom Katy | 2nd Wed. | Air conditioning | Carey Ann | 3rd Wed. | Demonstrate and publicize ways to conserve gasoline | Ann Carey | Learning for Life community service project |
| APR | 1st Wed. | Prepare for ASE certification | Cliff Maya | 2nd Wed. | Prepare for ASE certification | Debbie Murray | 3rd Wed. | Conduct car wash & sell auto safety items | Murray Debbie | |
| MAY | 1st Wed. | ASE certification | Ashley Amy | 2nd Wed. | Open | Rayna David | 3rd Wed. | Conduct public transportation survey | David Rayna | |
| JUNE JULY | 1st Wed. | Defensive driving course | Matthew Monica | 2nd Wed. | Set up a repair shed | Faye Hazel | 3rd Wed. | Visit state motor vehicle department | Hazel Faye | |
| AUG | 1st Wed. | What to look for in buying a used car | Paul Denise | 2nd Wed. | Auto parts retailer | David Stephanie | 3rd Wed. | Assist new car dealers association | Stephanie David | |

Exploring Program Calendar

| | 1st Mtg. Date | 1st Meeting Career Opportunities Topic | 1st Meeting Adult Consultant/ Youth Chair | 2nd Mtg. Date | 2nd Meeting Career Opportunities Topic | 2nd Meeting Adult Consultant/ Youth Chair | Monthly Activity Planning Meeting Date | Monthly Post Activity | Post Activity Adult Consultant/ Youth Chair | Council Activity Programs |
|----------------------|----------------------|---|--|----------------------|---|--|---|------------------------------|--|----------------------------------|
| SEPT | | | | | | | | | | |
| OCT | | | | | | | | | | |
| NOV | | | | | | | | | | |
| DEC | | | | | | | | | | |
| JAN | | | | | | | | | | |
| FEB | | | | | | | | | | |
| MAR | | | | | | | | | | |
| APR | | | | | | | | | | |
| MAY | | | | | | | | | | |
| JUN/ JULY | | | | | | | | | | |
| AUG | | | | | | | | | | |

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.