

*Real-World Career Experiences*  
**Exploring**<sup>®</sup>



# AVIATION EXPLORER POST PROGRAM GUIDE

Visit [www.aviationexploring.org](http://www.aviationexploring.org)

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# WHAT IS AVIATION EXPLORING?

Exploring is Learning for Life's career education program for young men and women who are 14 (and have completed the eighth grade) or 15 through 20 years old. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, economic status, or citizenship is not criterion for participation.

Exploring's purpose is to provide experiences to help young people mature and to prepare them to become responsible and caring adults.

Aviation Exploring is a youth development program centered on aviation careers. Aviation Explorers might choose to take orientation flights in military transports, helicopters, gliders, or single-engine general aviation aircraft. They might take trips to places such as Air Force bases, aviation museums, air shows, or FAA facilities. They might learn to preflight an aircraft. They might take pilot training ground school classes. The bottom line is that Aviation Exploring is action-oriented.

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

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

## 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 Aviation 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 Aviation Career Opportunities Worksheet
- Organize supplementary business program ideas
- Develop a post calendar
- Provide meeting facilities

Learning for Life provides:

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



## **FIVE STEPS TO ORGANIZING A POST**

Organizing an Explorer post (group) in your organization is easy!

A local high school survey of students interested in aviation 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 the adult resources survey within the organization
- CEO sets a date for the career opportunities development meeting
- CEO sets the post firstnighter meeting and sends a 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 the Exploring Post Program Development Calendar
- Review the firstnighter meeting agenda and checklist
- Complete an 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 the Explorer activity interest survey
- Invite students to join and collect from each student the participation fee
- Determine top choices on the Explorer activity interest survey after the meeting

**Step Four**    **Post Activities Development Meeting:** A program planning meeting with Explorers' input to reach agreement on the post's 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

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

## **Step 2 Meeting: Career Opportunities Program Development Meeting** (Use Aviation Career Opportunities Worksheet Pages 11-12)

1. Review the **Aviation Career Opportunities Worksheet** and select those career activities that your organization has the resources to support by checking the “Yes/No” column. Please include additional career topics unique to your participating organization or other available community-based organizations.
2. Name a person from your organization for each “Yes” activity who could serve as a consultant to help the Explorer youth activity chair plan and lead this career opportunities activity. These “Yes” activities will be come the career focus of your Explorer post for the upcoming program year. (See Appendix Page 38 for a sample Aviation Exploring Program Calendar)
3. Determine and schedule on the Post Program Development Calendar the first and second monthly career opportunities meeting topics. (See Appendix Page 39 for Post Program Development Calendar)
4. Complete the Post Program Development Calendar for distribution at the Firstnighter. Plan a fun hands-on activity for the Firstnighter.

## **Step 4 Meeting: Post Activities Program Development Meeting** (Use Adult Resource Survey, Explorer Activity Interest Survey, & Program Match Sheet, Appendix Pages 35-37)

5. Review the results for the Adult Resource Survey and the Explorer Activity Interest Survey. Use the Program Match Sheet to determine top post activity suggestions. Engage youth in a discussion to select top post activities from the list.
6. Schedule monthly post activities on the Post Program Development Calendar. Make sure and include the local council Exploring events, activities, and training dates on the calendar.
7. Recruit or assign a youth chairperson for each post activity and for each career opportunities meeting. Distribute the post activity plan.
8. Include other dates:
  - Firstnighter dates (fall and spring)
  - Participating organization dates
  - Superactivity dates
  - School and holiday dates

## SUGGESTED POST PROGRAM IDEAS

The program of an 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. Activities that boost a youth's self-confidence and help him or her experience success at school and work. Use the Aviation Career Opportunities Worksheet.

**SUGGESTED TOPICS:** Investigate the total scope of aviation careers in industry, agriculture, the military, government, research, and recreation. Visit a fixed base operator to see services provided at an airport terminal to see the many careers in action, an air ambulance operator, or a crop duster. Use the Aviation Exploring Career Opportunities Worksheet to plan out these types of programs. Review the Career Achievement Award for Aviation Exploring.



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

**SUGGESTED TOPICS:** Put on a ground school. Review licensing procedures for various pilot ratings and individual aircraft. Learn and practice radio communications. Investigate the significance of aviation in industry, agriculture, the military, government, research, and recreation. Study the historical development of aviation. Visit an FAA center. Have a panel discussion on issues in aviation. Tour an air traffic control tower. Participate in the national aviation Explorer leadership conference. 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 Learning for Life Office.

The Learning for Life Leadership Development Workshop 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 Workshop Series covers 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management. The Leadership Development workshop 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 TOPICS:** Visit a flight surgeon to find out about fitness requirements for various aviation careers. Develop a post physical fitness program. Visit an FAA center to see aviation research, both physiological and psychological. Plan programs on first aid and safety. Conduct programs on drug abuse and proper nutrition. 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/aviation/index.html](http://www.learningforlife.org/exploring/aviation/index.html). 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 TOPICS:** Park airplanes or automobiles at a local air show or provide some other needed service. Visit schools to provide a program on aviation and aviation careers. Assist one of your local aviation organizations in their project. 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 the student achieves their goals, they summarize them on a recommendation form. They'll receive a letter that 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, 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/aviation/index.html](http://www.learningforlife.org/exploring/aviation/index.html), then click on Resources for Exploring Leaders under New Resources):

- Challenge Initiative Games
- Cooperative Games
- Problem-Solving Initiative Games

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



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

**SUGGESTED TOPICS:** Visit an air show or aviation industry–related trade show. Have a family picnic and do aviation-related competitions or have a model rocket launching event. Have an annual post awards banquet. Conduct seminars on developing communication skills. Assist with projects to help retirees, dependents, the elderly, or disadvantaged people.

*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, which include learning through experiences, problem-solving skills, character education forum, and reflection.



## POST MEETING AGENDA

### Call to Order and Introduction of Guests

Post President

### Old Business

- Reading of the minutes from the previous meeting
- Treasurer reports
- Post officers' report

### New Business

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

Post President

Vice President—Administration

Vice President—Program

Activity Chair

### 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.

## EXPLORER POST PROGRAM DEVELOPMENT RESOURCES

Resources outlined below are found in the Exploring publication *Five-Step Plan for Post Program Development*, which is 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** Held after the post firstnighter, this is a program planning meeting with Explorers' input to reach agreement on post monthly activities. Engage the youth in active discussion by presenting the results of the program match tally sheet. If necessary, use the following ideas to generate more program options:

- **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.

## **AVIATION CAREERS—Career Opportunities Worksheet**

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

	<b><u>Career Opportunities Activity Topics</u></b>	<b>Organization Has Resources</b>	<b><u>Organization Consultant</u></b>
		<b>YES/NO</b>	<b>Who can teach this skill?</b>
1	Preflight Preparation—Certificates and Documents		
2	Preflight Preparation—Weather Information		
3	Preflight Preparation—Cross-Country Flight Planning		
4	Preflight Preparation—National Airspace System		
5	Preflight Preparation—Performance and Limitations		
6	Preflight Preparation—Operation of Systems		
7	Preflight Preparation—Minimum Equipment List (aircraft specific)		
8	Preflight Preparation—Aeromedical Factors		
9	Preflight Procedures—Preflight Inspection		
10	Preflight Procedures—Cockpit Management		
11	Preflight Procedures—Engine Starting		
12	Preflight Procedures—Taxiing		
13	Preflight Procedures—Before-Takeoff Check		
14	Airport Operations—Radio Communications and ATC Light Signals		
15	Airport Operations—Traffic Patterns		
16	Airport Operations—Airport and Runway Markings and Lighting		
17	Takeoffs, Landings, and Go-Arounds—Normal and Crosswind Takeoff and Climb		
18	Takeoffs, Landings, and Go-Arounds—Normal and Crosswind Approach and Landing		
19	Takeoffs, Landings, and Go-Arounds—Soft-Field Takeoff and Climb		
20	Takeoffs, Landings, and Go-Arounds—Soft-Field Approach and Landing		
21	Takeoffs, Landings, and Go-Arounds—Short-Field Takeoff and Climb		
22	Takeoffs, Landings, and Go-Arounds—Short-Field Approach and Landing		
23	Takeoffs, Landings, and Go-Arounds—Forward Slip to a Landing		
24	Takeoffs, Landings, and Go-Arounds—Go-Around		
25	Performance Maneuver—Steep Turns		
26	Ground Reference Maneuvers—Rectangular Course		

27	Ground Reference Maneuvers—S Turns		
28	Ground Reference Maneuvers— Turns Around a Point		
29	Navigation—Pilotage and Dead Reckoning		
30	Navigation— Navigation Systems and Radar Services		
31	Navigation—Diversion		
32	Navigation—Lost Procedures		
33	Slow Flight and Stalls— Maneuvering During Slow Flight		
34	Slow Flight and Stalls—Power-Off Stalls		
36	Slow Flight and Stalls—Power-On Stalls		
37	Slow Flight and Stalls—Spin Awareness		
38	Basic Instrument Maneuvers— Straight-and-Level Flight		
39	Basic Instrument Maneuvers— Constant Airspeed Climbs		
40	Basic Instrument Maneuvers— Constant Airspeed Descents		
41	Basic Instrument Maneuvers— Turns to Headings		
42	Basic Instrument Maneuvers— Recovery From Unusual Flight Attitudes		
43	Basic Instrument Maneuvers—Radio Communications, Navigation Systems, Facilities, and Radar Services		
44	Emergency Operations— Emergency Descent (aircraft specific)		
45	Emergency Operations— Emergency Approach and Landing		
46	Emergency Operations— Systems and Equipment Malfunctions		
47	Emergency Operations— Emergency Equipment/Survival Gear (operation specific)		
48	Night Operations—Night Preparation		
49	Night Operations—Night Flight		
50	Postflight Procedures—After Landing		
51	Postflight Procedures—Parking and Securing		



## **AVIATION EXPLORING** **PROGRAM SUPPORT**

Resources outlined below are available as noted on either the public Web site at [www.aviationexploring.org](http://www.aviationexploring.org) 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.



### **AVIATION EXPLORER BASE CAMP at EAA AirVenture Oshkosh**

*Aviation Explorer Base Camp, EAA AirVenture Oshkosh.* The main EAA AirVenture Web page is at [www.airventure.org](http://www.airventure.org). Whether your interest is civilian, homebuilt, commercial, or military aviation, EAA AirVenture promises to bring a program packed to meet everyone's interests. Explorers and Advisors have said their posts have gotten a year's worth of program in one week. Once again, Aviation Explorers will be working volunteer service hours on the Custom/Homebuilt aircraft flight line. Posts that attend also get to experience working in other volunteer areas such as Ultralight, KidVenture, Seabase, and Timeless Voices. The Aviation Explorer Base Camp has become a "go to" place when other areas need volunteers. Last summer, each Aviation Explorer averaged five volunteer service hours per day, or 29 volunteer hours per person for the week. The rest of the time they had fun experiencing the world's largest aviation convention and air show. For current Fact Sheet, go to [www.aviationexploring.org](http://www.aviationexploring.org), then scroll down and click on the Aviation Explorer Base icon.

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

Visit the Aviation Exploring Web site at [www.aviationexploring.org](http://www.aviationexploring.org) for the following:

- Aviation Explorer Base Camp at Oshkosh EAA AirVenture, annually in July
- Career Achievement Award for Aviation Explorers
- Endorsements from national aviation organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from the national office
- Policy Guide with Flying Permit download
- Resources for Exploring Leaders (secretary's and treasurer's book, forms, games, how-to guides)

- *Safety First Guide to Learning for Life Activities*
- Scholarships for Aviation 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/arts/index.html](http://www.learningforlife.org/exploring/arts/index.html), then click on Exploring Adult Leader Guide or Exploring Youth Leader Guide under New Resources).

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

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

## **HELPFUL EXPLORING TOOLS** (see public Web site)

The Resources for Exploring Leaders can be found along with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* on our Internet site.

(Go to [www.learningforlife.org/exploring/arts/index.html](http://www.learningforlife.org/exploring/arts/index.html), and 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 GUIDEBOOK for TEENAGE YOUTH, No. 32148** (see local LFL office)

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

**LEARNING FOR LIFE WEB PAGE** (see public Web site)

Visit the Learning for Life Web site at [www.learningforlife.org](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)

Connecting With the Future of Aviation, four-page brochure, No. 99-443

For a Change, Try Aviation Exploring, three-fold mailer insert, No. 99-247

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

Exploring—Building a Better Tomorrow Today, 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

Aviation Exploring Patch, No. 04163A

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

Career Achievement Award Certificate, No. 32194

Exploring Appreciation Certificate, No. 33144A

Exploring "E" Emblem Patch, No. 04002A

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

Leadership Award Certificate, Youth and Adult, No. 32195

Leadership Award Medallion, Youth and Adult, No. 04173

Learning for Life Tie, No. 50022

Mug, Exploring "E," No. 04003A

Ornament, Explorer "E," No. 04105A

Panel Drape, Exploring, No. 11134A

Paperweight, Explorer, No. 04160A

Paperweight, Thank You Exploring, No. 17695A

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

Post Committee Emblem Patch, No. 04045A

President Explorer Emblem Patch, No. 04035A

Secretary Explorer Emblem Patch, No. 04039A  
Treasurer Explorer Emblem Patch, No. 04041A  
Vice President Explorer Emblem Patch, No. 04037A

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

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

**SPARTAN SCHOOL OF AERONAUTICS \$2,000 AVIATION EXPLORER SCHOLARSHIP** (see public Web site)

Spartan School of Aeronautics offers four annual scholarships to encourage Aviation Explorers to enter and complete an aviation curriculum that will lead to an exciting, well-paying career in aviation as a professional pilot, aviation maintenance technician, avionics technician, or instrument technician. Go to [www.aviationexploring.org](http://www.aviationexploring.org), then scroll down and click on Spartan School of Aeronautics under Scholarships for Aviation Explorers.

**NATIONAL AVIATION EXPLORER SCHOLARSHIPS** (5/\$3,000 to \$10,000)

The National Aviation Exploring Committee awards individual scholarships between \$3,000 and \$10,000 annually to aviation Explorers pursuing a career in the aviation industry. The intent of these scholarships is to identify and reward those individuals who best exemplify the qualities that lead to success in the aviation industry. Type of aviation Explorer scholarships: degree leading to an aviation profession, avionics repair program, recreational or pilot certificate, maintenance aircraft repair program, and aviation management program to include design, engineering, airport management, etc. For an application, go to [www.aviationexploring.org](http://www.aviationexploring.org).

**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/arts/index.html](http://www.learningforlife.org/exploring/arts/index.html), then click on Youth Protection Training [PowerPoint] under New Resources)

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

It is important to realize that although child abuse is sometimes thought to be a problem only for young children, it's not unusual for adolescents to be victims of abuse, whether emotional, physical, or sexual.

Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

The Youth Protection Guidelines are available on the Web for viewing. It lists several considerations that the Explorer leader must remember. At least one adult is required to complete the Youth Protection presentation on the Web for any overnight outing. Safety First Guidelines has the requirements for outings and activities. It is also available on the Web at [www.learningforlife.org](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.



## **APPENDIX:**

### Aviation Exploring Flying Permit:

- Policies Page 21
- Annual Approval Process Page 23
- Instructions for Completing Page 24
- Flying Permit Application Page 25
- Parent Consent Form Page 27

Career Achievement Award Information Page 29

Sample Program Development Forms Page 35

Sample Program Calendars Page 38

# **AVIATION EXPLORING POLICIES**

## **UNAUTHORIZED AVIATION ACTIVITIES**

**CROSS-COUNTRY FLIGHTS.** Aviation Explorer posts cannot operate aircraft with the sole purpose of getting from point A to point B which would be considered non-commercial flights. Flying in aircraft as part of a search-and-rescue mission is an unauthorized activity.

**FLYING SPECIAL AIRWORTHINESS CLASS AIRCRAFT.** Aviation Explorer posts cannot operate flights using aircraft with an FAA special certificate of airworthiness such as experimental class aircraft, hang gliders, hot air balloons (whether or not they are tethered), sport parachuting, and ultralight airplanes.

- **EAA Option:** For EAA Young Eagle Flights, Aviation Explorer posts use the YOUNG EAGLES REGISTRATION and PARENT PERMISSION FORM. A Young Eagle Flight using aircraft with FAA SPECIAL Certificate of Airworthiness is covered by EAA liability insurance.

**PILOT RATING CERTIFICATION.** Aviation Explorer posts cannot complete pilot rating certification in powered or non-powered aircraft. Explorers and adult volunteers who choose to become pilot certified must do so as private individuals and not as participants in aviation Exploring.

**POST-OWNED AIRCRAFT.** Aviation Explorer posts may not own aircraft. An aircraft that is owned by a post's participating organization is not covered by general liability insurance.

## **APPROVED AVIATION ACTIVITIES**

**BASIC ORIENTATION FLIGHT.** A basic orientation flight is defined as flying within 25 nautical miles of the airport and returning to the same airport as the departure, without landing at another location. The pilot in command of the flight must have a private pilot's certificate and 250 hours of total flight time, be current under FAR Part 61 to carry passengers, and have a current medical certificate issued under FAR Part 61. The pilot in command of the aircraft must have an instrument rating if the flight is to be conducted after dark. The aircraft must have an FAA standard certificate of airworthiness, other proper documents, and must be current in all FAA-required inspections. The Flying Permit Application and Approval of Parents Consent Form are both required.

**ADVANCED ORIENTATION FLIGHT.** An advanced orientation flight is defined as flying within 50 nautical miles of the departure airport, but the flight may land at other locations before returning to the original departure airport. The pilot in command of the flight must have a private pilot's certificate and 500 hours of total flight time, be current under FAR Part 61 to carry passengers, and have a current medical certificate issued under FAR Part 61. The pilot in command of the aircraft must have an instrument rating if the flight is to be conducted after dark. The aircraft must have an FAA standard certificate of airworthiness, other proper documents, and must be current in all FAA-required inspections. The Flying Permit Application and Approval of Parents Consent Form are both required.

**MILITARY ORIENTATION FLIGHTS.** Commissioned officers and warrant officers of any armed service may act as pilot in command of a military airplane or helicopter that they are current in as the aircraft commander for either a basic or advanced orientation flight in which Aviation Explorers are passengers. Insurance requirements, pilot certificates, and pilot medical certificates as listed on page 2 of the application are not required.

Only the Aircraft portion on page 2 of the Flying Permit Application identifying the aircraft as military and a parent or guardian consent form for each youth participant attached to the application is required.

**NON-FLYING ACTIVITIES.** Aviation career seminars, aviation career speakers, aviation career tours, building aircraft, ground school pilot training, and simulators, etc.

**HANDS-ON FLYING EXPERIENCES.** An Explorer may take control of the aircraft as long as the licensed pilot of the aircraft is in control of the aircraft at all times. The FAA defines this as meaning that the pilot must be able to reach the controls at all times. Aviation Explorer posts may provide hands-on flying experiences through arrangements with flight schools certified by the FAA under Federal Aviation Regulation Part 141, Pilot Schools. However, the program does not include pilot certification. Explorers and leaders who choose to take pilot certification do so as private citizens, not as participants in Aviation Exploring of Learning for Life. The Flying Permit Application and the Approval of Parents Consent Form are both required.

Examples of hands-on flying experiences available to Aviation Explorers include:

- Fundamentals of flight: straight and level flight, climbs and descents, turns, etc.
- Navigation by dead reckoning
- Radio navigation
- Two-way radio communications
- Ground-track maneuvers: turns about a ground point, S turns, rectangular patterns, etc.

## **TWO-DEEP ADULT LEADERSHIP REQUIREMENTS**

Two-deep adult leadership is required for Explorer flying activities. See page 4 in the *Guide to Safe Learning for Life Activities* at [www.learningforlife.org](http://www.learningforlife.org).

**FOR BASIC ORIENTATION FLIGHTS.** The adult licensed pilot in control of the aircraft is sufficient for the flight while two-deep leadership is maintained on the ground.

**FOR ADVANCED ORIENTATION FLIGHTS.** Two adults are required for the flight. In advanced orientation flights, Explorers may stop at an airport different from the departure airport for an activity. Because of this difference, two-deep adult leadership is required. A licensed pilot is required during the flight.

## **ANNUAL APPROVAL PROCESS FOR FLYING PERMIT APPLICATION**

The Flying Permit Application for numerous orientation flights can be approved on the post's annual renewal date, thereby eliminating the need to fill out the Flying Permit Application each time the post conducts an orientation flight.

Please use the following approval process:

- (1) The Advisor should complete the Flying Permit Application.
- (2) Attach a list of the anticipated orientation flight dates and airport locations planned for the year with the understanding that plans can change.
- (3) Have all anticipated pilots and aircraft owners fill out a copy of the Aircraft and Insurance Requirements or Pilot Requirements part of the Flying Permit and attach a copy from each pilot or aircraft owner.
- (4) Attach to the application a copy of the CONSENT FORM Approval by Parents or Guardians submitted by each Explorer parent or guardian.
- (5) Turn in the Flying Permit Application and all attachments to your local council for approval and save a copy.
- (6) Make sure as new Explorers are added to your post that you turn in a copy of their parent CONSENT FORM to be attached to the Flying Permit Application on file in your council.

The Medical Release and Waiver of Claims are probably the two parts of the parent CONSENT FORM that will be of greatest interest to parents and the post Advisor.

The purpose of the Flying Permit Application is to (1) confirm that all anticipated aircraft used by the post meet FAA STANDARD certification with at least \$1,000,000 liability insurance with sublimits no less than \$250,000, (2) that all anticipated pilots have a current FAA pilot and medical certificate, and (3) that each Explorer parent has given approval for participation by their son or daughter for the anticipated dates and airport locations as indicated with an understanding that plans can change.

# INSTRUCTIONS for COMPLETING FLYING PERMIT APPLICATION

(See below for Military Orientation Flights)

**Post Advisor:**

Completes first page and checks on page two the **Type of Flight**. Turn in the Flying Permit Application and all attachments to your local Learning for Life office for approval and save a copy including all attachments.

**Aircraft Owner and Insurance:**

Fills out page 2 information about **Aircraft and Insurance** (may reproduce page 2 locally as needed for additional aircraft owners).

- EAA Option: For EAA Young Eagle Flights, Aviation Explorer posts use the YOUNG EAGLES REGISTRATION and PARENT PERMISSION FORM. A Young Eagle Flight using aircraft with FAA SPECIAL Certificate of Airworthiness is covered by EAA liability insurance.

**Pilot:**

Fill out the **pilot** information page 2 (may reproduce locally as needed for additional pilots). Attach a copy of both the pilot's current certificate and medical certificate. The pilot may white out any personal information that he or she considers confidential such as social security number, which is not required.

**Parents:**

Read completely and fill out the **consent form** for parents (may reproduce locally as needed for each youth participant). The medical release and waiver of claims are the two parts of the parent consent form that will be of greatest interest to parents and the post Advisor.

**Local Learning for Life Office Checklist:**

Review that all information requested—and listed below—has been provided on the flying permit application. Affix the council stamp at bottom of page 1, and return a copy of all pages to the post Advisor.

- θ A parent or guardian consent form for each youth participant is attached to this application.
- θ A copy of each pilot's certificate and medical certificate attached to this application. The pilot may white out any personal information that he or she considers confidential, such as social security number, which is not required.
- θ Pilot total hours required (250 hours for basic orientation flight and 500 hours for advanced orientation flight).
- θ Aircraft and insurance requirements listed on page 2 satisfied.

MILITARY ORIENTATION FLIGHTS. Commissioned officers and warrant officers of any armed service may act as pilot in command of a military airplane or helicopter in which they are current as the aircraft commander for either a basic or advanced orientation flight. Only the aircraft portion on page 2 identifying the aircraft as military and a parent or guardian consent form for each youth participant are required.



# Learning for Life Flying Permit Application

Retain in council office.

**This completed application must be submitted to the local Learning for Life office for approval two weeks before the scheduled activity.**

Post/Group No. \_\_\_\_ City or town \_\_\_\_\_ District \_\_\_\_\_

Applies for a permit for a \_\_\_\_\_ flight on \_\_\_\_\_  
Type of aircraft Date

Name of airport where the flight will **both originate and terminate** \_\_\_\_\_

Total number of participating youth \_\_\_\_\_ Total number of participating adults \_\_\_\_\_

⊖ A parent or guardian consent form for each youth participant is attached to this application.

⊖ All required pilot documents (see page 2 of this application) are attached.

⊖ Aircraft and insurance requirements listed on page 2 of this application are satisfied.

Post Advisor name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Work phone \_\_\_\_\_ Home phone \_\_\_\_\_  
Area code and number Area code and number

\_\_\_\_\_  
 Signature of committee member

\_\_\_\_\_  
 Signature of adult leader

\*\*\*\*\*

**For council use only: Complete and return a copy to the post.**

**Official Flying Permit**

**Learning for Life**

Local permit number \_\_\_\_\_

Date issued \_\_\_\_\_

**Council Address Stamp**

Not official unless council address stamp appears here.

## Flight Requirements

### Type of Flight (check one):

\_\_\_\_\_ **Basic Orientation flight.** This flight will be within 25 nautical miles of the departure airport, with no stops before returning. The pilot must have at least a private pilot's certificate, have at least 250 hours' total flight time, be current under FAR Part 61 to carry passengers, and have a current medical certificate issued under FAR Part 61.

\_\_\_\_\_ **Advanced Orientation flight.** This flight will be within 50 nautical miles of the departure airport, and the plane may land at other locations before returning to the original airport. The pilot must have at least a private pilot's certificate and 500 hours' total flight time, be current under FAR Part 61 to carry passengers, and have a current medical certificate issued under FAR Part 61. Only Explorers and Explorer leaders may participate in advanced orientation flights.

### Aircraft

Aircraft make and model \_\_\_\_\_

Only aircraft with an FAA Standard Certificate of Airworthiness are allowed. No experimental aircraft are allowed, whether youth or adult participants are flying.

Aircraft number \_\_\_\_\_ Date of last annual inspection \_\_\_\_\_

Owner \_\_\_\_\_

### Insurance

All aircraft to be used must carry at least \$1,000,000 aircraft liability insurance coverage, including passenger liability, with sublimits no less than \$250,000.

**EAA Young Eagle Flights.** The EAA will provide all Young Eagle Flight coordinators with an EAA policy number and expiration date for additional coverage over the owner's EAA-required policy level of \$100,000. This additional coverage will satisfy the Learning for Life \$1 million insurance requirement. The pilot must be a current EAA member. EAA insurance telephone number: 800-236-4800, ext. 4822.

EAA number: \_\_\_\_\_

List all insurance policies that, in combination, satisfy the \$1,000,000 insurance requirement:

Insurance company \_\_\_\_\_

Amount \$ \_\_\_\_\_ Policy number \_\_\_\_\_ Expiration date \_\_\_\_\_

Insurance company \_\_\_\_\_

Amount \$ \_\_\_\_\_ Policy number \_\_\_\_\_ Expiration date \_\_\_\_\_

Insurance company \_\_\_\_\_

Amount \$ \_\_\_\_\_ Policy number \_\_\_\_\_ Expiration date \_\_\_\_\_

### Pilot

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Work phone \_\_\_\_\_ Home phone \_\_\_\_\_  
Area code and number Area code and number

Type of pilot certificate \_\_\_\_\_ (attach a copy of current pilot certificate)

Date of pilot medical certificate \_\_\_\_\_ (attach a copy of current medical certificate)

Pilot's total number of flight hours \_\_\_\_\_ (250 hours minimum)



## Water Activities

In the event that the Learning for Life trip or activity takes place in total or in part on or near water, I certify that this youth participant/guest is (check one):

Non-Swimmer

Beginner Swimmer (Swim 25 ft. then make a sharp turn and swim back 25 ft.)

Advanced Swimmer (Swim 75 yards then make sharp turn and swim back 25 yards)

Lifeguard Certificate.

All such activities are to be conducted within the Safety Afloat, Safety First Guidelines.

## Explorer Driver Qualifications

When traveling to a Learning for Life event under the leadership of an adult tour leader (at least 21 years of age), a participant at least 16 years of age may be a driver subject to the following qualifications: (1) six months' driving experience as a licensed driver (time on a learner's permit of equivalent is not to be counted); (2) no record of accidents or moving violations; and (3) parental permission has been granted to the leader, driver, and riders.

## Waiver of Claims

In consideration of the benefits to be derived from participation in this Learning for Life trip or activity, any and all claims against Learning for Life, the group/post, and the participating organization, or against the officers, employees, agents, or other representatives of any of them, or any other persons working under their direction or engaged in the conduct of their affairs, arising out of any accident, illness, injury, damage, or other loss or harm to/or incurred or suffered by the applicant named above or to his or her property, in connection with or incidental to the Learning for Life trip or activity, including preliminary training and travel, are hereby expressly waived by the applicant and the applicant's family or guardians.

## For Use by Notary Public if Required

In an effort to provide better youth protection, certain states and foreign countries now require all releases covering minors to be notarized. In addition to this, they may also require proof of death if only one parent is living, or approval of both parents and stepparent(s) in the event of divorce/remarriage. If you will be traveling through or going to an area where either or both of these restrictions apply, use the bottom of this form to provide space for additional signatures as required.

Subscribed and sworn before me on this the \_\_\_\_\_ day of \_\_\_\_\_, year \_\_\_\_\_

My commission expires: \_\_\_\_\_, year \_\_\_\_\_

Notary Public Signature: \_\_\_\_\_

# Aviation Exploring 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.

Aviation Exploring Career Achievement Award items

Do nine of the following:

1.
  - a. Learn how to preflight a fixed- or rotor-wing aircraft and then show a group how to do it.
  - b. Show a group the location, and explain the function, of all primary engine and flight controls and instruments found in either a fixed- or rotor-wing aircraft.
  - c. Take an orientation flight.
2.
  - a. Explain the meaning of symbols on a sectional chart.
  - b. Draw and explain a wind triangle diagram to show how to obtain heading and ground speed when given course, airspeed, wind direction, and wind speed.
  - c. Explain the general differences between locating position by pilotage, dead reckoning, radio aids, and GPS.
3.
  - a. Demonstrate how to file a flight plan. Also discuss the requirements for an alternate airport.
  - b. Using a sectional chart, plot a triangular course with one leg at least 60 miles long. Figure magnetic headings and estimate flight times over well-chosen checkpoints, flying at a given airspeed with a given wind direction and speed. Explain the problem and the solution to a group, bringing out the major reasons for choosing the altitude of each leg and determination of a particular checkpoint.
4. Take down and reassemble an aircraft carburetor or equivalent part.
5.
  - a. Using cutaway diagrams or actual propellers, show the contrasts between controllable-pitch and fixed-pitch propellers.

OR

- b. Assist in repair or reassembly of either type of propeller.
6.
  - a. Put on an aviation-oriented program for another post or another community youth group.

OR

- b. Be part of a ground crew for an aviation activity such as orientation flights, hot-air ballooning, or soaring.
7.
  - a. Serve as a post officer.
  - b. Participate in a post officers' planning session to plan upcoming programs for your post.
  - c. Prepare for and lead at least one post program dealing with an aviation career or plan and lead a field trip to learn about an aviation career.
8.
  - a. Construct and fly a radio-controlled model airplane.

OR

- b. Build and launch a model rocket. Contact NASA for information on current or past NASA research projects and share it with your post or another group.
9.
  - a. Arrange a tour of a Federal Aviation Administration (FAA) facility.
  - b. After the tour, lead a post discussion on the function and job requirements of that facility.
10.
  - a. Arrange a tour at an airline or airport facility.
  - b. Recruit a speaker who is a commercial pilot, flight attendant, aircraft mechanic, ticket agent, airport manager, or other aviation professional for a post meeting. Have the

speaker talk about his or her job, career, and education required.

11. Find out what job opportunities are available in aviation. Describe the qualifications and working conditions of one job in which you are interested. Tell what it offers for reaching your goal in life.
12.
  - a. Explain the differences in the operation of piston, turbojet, turboprop, and turbofan engines.
  - b. Tell six rules of safety to follow around airplanes and airports.
13.
  - a. Describe how aviation has affected our world.
  - b. Describe some kinds of aircraft in use today.
  - c. List at least 10 uses of aircraft.
14. Attend a regional or national aviation conference as a participant or staff member.

## **Resources**

*Explorer Youth Leader, Adult Leader Guidebooks* and *Resources for Exploring Leaders* can be found on the Learning for Life Web site at [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.

**Aviation 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: \_\_\_\_\_

**Recognition: Career Achievement Award Certificate of Proficiency, No. 32194**



# Aviation Career Achievement Award Worksheet

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

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

## **Do nine of the following:**

1a. Learn how to preflight a fixed- or rotor-wing aircraft and then show a group how to do it.

1b. Show a group the location, and explain the function, of all primary engine and flight controls and instruments found in either a fixed- or rotor-wing aircraft.

1c. Take an orientation flight.

Completed \_\_\_\_\_

2a. Explain the meaning of symbols on a sectional chart.

2b. Draw and explain a wind triangle diagram to show how to obtain heading and ground speed when given course, airspeed, wind direction, and wind speed.

2c. Explain the general differences between locating position by pilotage, dead reckoning, radio aids, and GPS.

Completed \_\_\_\_\_

3a. Demonstrate how to file a flight plan. Also discuss the requirements for an alternate airport.

3b. Using a sectional chart, plot a triangular course with one leg at least 60 miles long. Figure magnetic headings and estimate flight times over well-chosen checkpoints, flying at a given airspeed with a given wind direction and speed. Explain the problem and the solution to a group, bringing out the major reasons for choosing the altitude of each leg and determination of a particular checkpoint.

Completed \_\_\_\_\_

4. Take down and reassemble an aircraft carburetor or equivalent part.

Completed \_\_\_\_\_

5a. Using cutaway diagrams or actual propellers, show the contrasts between controllable-pitch and fixed-pitch propellers.

OR

5b. Assist in repair or reassembly of either type of propeller.

Completed \_\_\_\_\_

6a. Put on an aviation-oriented program for another post or another community youth group.

OR

6b. Be part of a ground crew for an aviation activity such as orientation flights, hot-air ballooning, or soaring.

Completed \_\_\_\_\_

7a. Serve as a post officer.

7b. Participate in a post officers' planning session to plan upcoming programs for your post.

7c. Prepare for and lead at least one post program dealing with an aviation career or plan and lead a field trip to learn about an aviation career.

Completed \_\_\_\_\_

8a. Construct and fly a radio-controlled model airplane.

OR

8b. Build and launch a model rocket. Contact NASA for information on current or past NASA research projects and share it with your post or another group.

Completed \_\_\_\_\_

9a. Arrange a tour of a Federal Aviation Administration (FAA) facility.

9b. After the tour, lead a post discussion on the function and job requirements of that facility.

Completed \_\_\_\_\_

10a. Arrange a tour at an airline or airport facility.

10b. Recruit a speaker who is a commercial pilot, flight attendant, aircraft mechanic, ticket agent, airport manager, or other aviation professional for a post meeting. Have the speaker talk about his or her job, career, and education required.

Completed \_\_\_\_\_

11. Find out what job opportunities are available in aviation. Describe the qualifications and working conditions of one job in which you are interested. Tell what it offers for reaching your goal in life.

Completed \_\_\_\_\_

12a. Explain the differences in the operation of piston, turbojet, turboprop, and turbofan engines.

12b. Tell six rules of safety to follow around airplanes and airports.

Completed \_\_\_\_\_

13a. Describe how aviation has affected our world.

13b. Describe some kinds of aircraft in use today.

13c. List at least 10 uses of aircraft.

Completed \_\_\_\_\_

14. Attend a regional or national aviation conference as a participant or staff member.

Completed \_\_\_\_\_

### **Resources**

*Explorer Adult Leader, Youth Leader Guidebook and Resources for Exploring Leaders* can be found on the Learning for Life Web site at [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.

### **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.



Explorer 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: \_\_\_\_\_

School: \_\_\_\_\_

\_\_ Bowling

\_\_ Camping

\_\_ Career Clinic

\_\_ College Planning

\_\_ Community Clean-up Project

\_\_ Computers

\_\_ Conservation Project

\_\_ Cycling

\_\_ Dance

\_\_ First Aid Training

\_\_ Fishing

\_\_ Horseback Riding

\_\_ Ice Skating

\_\_ Movies

\_\_ Music

\_\_ Photography

\_\_ River/White-water Rafting

\_\_ Rock Climbing/ Rappelling

\_\_ Roller Skating

\_\_ Sailing/Canoeing

\_\_ Snorkeling/Scuba Diving

\_\_ Snow Skiing

\_\_ Swimming

\_\_ Tour of City (area)

\_\_ TV or Radio Station Visit

\_\_ Waterskiing

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Hobby/interest:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Other ideas:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sports activities:**

Please return to:

\_\_\_\_\_  
\_\_\_\_\_



## Adult Resource Survey

Each year, our Explorers, young men and women aged 14 to 20, and the adult leadership of our Explorer post create a new program. Our Explorers have expressed an interest in the activities below. Would you please complete this survey to help us find those people that we can seek advice from before planning any of the following activities? Your expertise will be helpful and greatly appreciated.

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 willing to help with transportation.
- I would be interested in working with a youth activity chair to help plan events.

Other Sports/Recreation Activities: \_\_\_\_\_

Other Hobbies: \_\_\_\_\_

Other Ideas: \_\_\_\_\_



## 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 Aviation Careers Exploring Program Calendar

	1 <sup>st</sup> Mtg. Date	1 <sup>st</sup> Meeting Career Opportunities Topic	1 <sup>st</sup> Meeting Adult Consultant/ Youth Chair	2 <sup>nd</sup> Mtg. Date	2 <sup>nd</sup> Meeting Career Opportunities Topic	2 <sup>nd</sup> Meeting Adult Consultant/ Youth Chair	Monthly Post Activity Planning Meeting Date	<u>Monthly Post Weekend Activity:</u>	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs:
<b>SEPT</b>		Fall Open House	Hal Mark		Elect Officers and Plan Post Activity Program	Bill Martha		Visit FBO	Martha Bill	
<b>OCT</b>		Preflight Preparation	James Sean		Preflight Preparation	Cliff Cheryl		Visit Flight Surgeon	Cheryl John	Exploring Weekend at Camp
<b>NOV</b>		Preflight Procedures	Frank Tom		Preflight Procedures	Peggy Jimmy		Young Eagles Program Flight Line	Jimmy Peggy	Attend Quarterly Conference
<b>DEC</b>		Airport Operations	Cosby Judy		Airport Operations	Marty Mariann		Assist Special-Needs Students	Mariann Marty	
<b>JAN</b>		Takeoffs, Landings, & Go-Arounds	Laun Mike		Takeoffs, Landings, & Go-Arounds	Jim Natlie		- Visit FAA Center. Tour Air Traffic Control Tower.	Natlíe Jim	LFL Leadership Development Series
<b>FEB</b>		Spring Open House	Matthew Danny		Performance Maneuvers	John Cindy		-Put on a Ground School	Cindy John	
<b>MAR</b>		Navigation	Tom Katy		Navigation	Carey Ann		-Spring Cleaning Aircraft Washing	Ann Carey	Community Service Project
<b>APR</b>		Slow Flight & Stalls	Cliff Maya		Slow Flight & Stalls	Debbie Murray		-Spring Cleaning Aircraft Washing	Murray Debbie	
<b>MAY</b>		Instrument Maneuvers	Ashley Amy		Basic Instrument Maneuvers	Rayna David		-Spring Cleaning ,Trips, EAA, Young Eagles	David Rayna	Annual Exploring Banquet
<b>JUNE JUL</b>		Emergency Operations	Matthew Monica		Emergency Operations	Faye Hazel		-Trips, Young Eagles, EAA AirVenture, Oshkosh, WI	Hazel Faye	Our Town at Night Event
<b>AUG</b>		Night Operations	Paul Denise		Post flight Procedures	David Stephanie		Trips, EAA, Young Eagles	Stephanie David	

## Post Program Development Calendar

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

***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/Music</b>						

### *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.