



EXPLORE THE ADVENTURE...

Fire and Emergency Services Exploring Program Guide for Post Advisors

Real-World Career Experiences
Exploring®



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What Is Fire and Emergency Services 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. Fire and Emergency Services Exploring is a youth development program centered on fire and emergency services careers. Fire and Emergency Services Explorers might choose to visit fire schools, fire trade shows, musters, fire competitions, community presentation programs, first aid skills competition, and/or community disaster programs. The bottom line is that Fire and Emergency Services Exploring is an action-oriented, hands-on career or volunteer discovery program.

Exploring is based on a unique and dynamic relationship between youth and the organizations in their community. Local community organizations initiate a specific Explorer post by matching their people and program resources to the interests of young people in the community. The result is a program of activities that help youth pursue their special interests, grow, and develop.

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 initiates support from departments and other community-based organizations across the country to operate Fire and Emergency Services Explorer posts.

The organization interested in Fire and Emergency Services 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.

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 Fire and Emergency Services 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

Key staff members of a fire and emergency service organization meet with a Learning for Life representative to discuss starting a Fire and Emergency Services Explorer post. The participating organization agrees to recruit adult volunteer leaders, review the Fire and Emergency Services Career Opportunities Worksheet, develop a list of additional fire and emergency service program ideas, and provide meeting facilities. Learning for Life provides program development literature, training, liability insurance, activity planning, and ongoing volunteer and staff service.

Suggested Explorer Post Activity Programs

The program of Explorer posts matches the interests of young adults with the resources and adult expertise of their participating organization. Your Explorer post 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, service learning, 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.



Suggested Topics: Review the variety of careers in firefighting: inspection, safety, engineering, public information, aviation, military, municipal, rural, equipment sales and service, teaching, volunteer departments, industrial, forestry, and related careers. Determine the education, training, requirements, and benefits of each. Plan programs on the purposes

and programs of the International Association of Fire Fighters, AFL-CIO, and International Association of Fire Chiefs. Visit nearby fire training schools or academies. Use the Fire and Emergency Services Exploring Career Opportunities Worksheet to plan these types of programs. Review the Career Achievement Award for Fire and Emergency Services 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: Review the variety of careers in firefighting: inspection, safety, engineering, public information, aviation, military, municipal, rural, equipment sales and service, teaching, volunteer departments, industrial, forestry, and related careers. Determine the education, training, requirements, and benefits of each. Plan programs on the purposes and programs of the International Association of Fire Fighters, AFL-CIO, and International Association of Fire Chiefs. Participate in nearby fire training schools or academies. 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 that is conducted by your local program.

The Learning for Life Leadership Development Series can be offered as a one-day session, an overnight meeting, or 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 develop physical and mental fitness. Activities that provide opportunities for youth to experience positive social interaction.



Suggested Topics: Plan programs on safety, first aid, rescue techniques, personal health care, nutrition, and lifesaving. Plan fitness, sports, and exercise activities. Study the physical requirements and fitness necessary for firefighting. Secure speakers on mental and emotional fitness. Participate in competitive firefighting events where appropriate. 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/fire/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: Assist local departments with equipment maintenance, safety checks, fire prevention programs, and community service projects. Plan fire safety programs and offer inspections for schools, churches, homes, and

community organizations. Assist with fire prevention efforts for nursing homes, centers for disabled people, youth institutions, and homes for disadvantaged or elderly people. Support public information programs of local departments. Restore and maintain antique fire equipment for parades, fairs, or shows. 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 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, 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/fire/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 make ethical choices. Activities that provide opportunities for fulfilling one's responsibility to society.



Suggested Topics: Plan parents' night programs, open houses, and family activities. Develop activities for youth groups, churches, schools, institutions, and other organizations. Assist

people displaced by fire. Help with the cleanup of fire damage to charitable organizations or needy families. Conduct tours of fire departments for youth groups and school classes. Character education activities can be used. They are available from your local Learning for Life office.

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

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

Five Steps to Organizing an Explorer Post

Organizing Explorer posts (groups) in your organization is easy! Just follow these five successful steps:

Step One: Organization Makes a Commitment

Secure a commitment from the chief executive officer or head of the participating organization.

Key Items

- Chief or agency head selects the key leadership for the post
- Chief or agency head sends out the adult resources survey
- Chief or agency head sets the date for the career opportunities meeting and firstnighter
- Chief or agency head agrees to send out invitation letter to firstnighter
- Chief or agency head signs the memorandum of understanding

A local high school survey of students interested in fire/emergency services may have 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
- Select and put on a calendar a schedule of career opportunities meetings
- Plan firstnighter

Step Three: Post Firstnighter

Organization conducts an exciting hands-on event.

Key Items

- Follow up on letters of invitation
- Exciting program to present
- 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 chair
- Elect youth officers

Step Five: Youth Officers' Seminar

Elected officers are trained.

Key Items

- Post officers understand their job in operating post program.
- Post activities have a youth chair and adult consultant.

Sample Agenda for Regular Post Meeting

(3 min.)	Call to order and introduction of guests	Post chief
(10 min.)	Old business	Post chief
	<ul style="list-style-type: none"> • Secretary reads minutes of previous meeting • Treasurer reports • Post officers' report 	
(10 min.)	New business	
	<ul style="list-style-type: none"> • Discussion by all post participants on matters that need a decision 	
	<ul style="list-style-type: none"> • Enroll new youth participants 	Administrative vice president
	<ul style="list-style-type: none"> • Promotion of upcoming events 	Program vice president
	<ul style="list-style-type: none"> • Post Advisor comments 	Post Advisor
(45 min.)	Post activity program*	Explorer activity chairman
	<ul style="list-style-type: none"> • Remind Explorers about materials needed, requirements, or what to bring and wear, etc. • Introduce presenters • Carry out, plan, or conduct the activity 	
(2 min.)	Announce date, place, and time of next meeting.	Post chief
(5 min.)	Closing	Assigned Explorer
Refreshments and fellowship by post youth participants		
After the meeting , Advisor and post president confirm plans for the next officers' meeting. Post president follows up with next meeting youth activity chair to double-check all arrangements.		

* 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 Exploring Program Development Resources

For more information, see the *Explorer Adult Leader Guidebook* and *Youth Leader Guidebook*, both available at www.learningforlife.org.

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 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 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!

Fire and Emergency Services Exploring Program Support

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

Fire and Emergency Services Exploring Web Page (see public Web site). Visit the Fire and Emergency Services Exploring Web site at www.learningforlife.org/exploring/fire/index.html for the following:

- Career Achievement Award for Fire and Emergency Services Explorers Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from the national office about upcoming fire conferences for Explorers

- 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 presentation)

National Scholarships.

- International Association of Fire Chiefs Foundation Fire Service Explorer Scholarship (\$500)
- National Young American Award (\$5,000)

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. (To receive 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 click on Congressional Award.)

Exploring Adult Leader Guide (see public Web site).

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

Facts Every Teen Should Know About Sexual Abuse, No. 99-249 (see local Learning for Life office). This pamphlet, which is available from the local Learning for Life office, 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 Web site. (Go to www.learningforlife.org/exploring/fire/index.html, then click on Resources for Exploring Leaders under New Resources.)

- Exploring Secretary's Records
- Exploring Treasurer's Records
- Exploring Clip Art
- Approval of Parents or Guardians
- Brainstorming Worksheet
- Money-Earning Application
- Challenge Initiative Games
- Cooperative Games
- Problem-Solving Initiative Games
- Leadership Skills
- Participation Awards Program
- Becoming and Being a Leader
- Developing a Community of Youth Leaders

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

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

Leadership Development Series (see local Learning for Life office). The Learning for Life Leadership Development Series can be offered as a one-day session, an overnight meeting, or 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 and 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 its renewal date, the post can qualify for the National Exploring Excellence Award and make a commitment for the next program calendar year.

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

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

Guidelines.

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

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

Promotional Items (see local Learning for Life office).

- *Exploring, Discover a Career Through Exploring*, three-fold mailer insert, No. 99-265
- *Exploring, Exploring Program*, four-page brochure, No. 99-992

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

- Advisor Exploring emblem patch, No. 04031A
- Associate Advisor Exploring emblem patch, No. 04033A

- Fire and Emergency Services Exploring patch, No. 04032A
- 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/fire/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 15 and 25 to publicly highlight 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, scroll down and click on Awards and Scholarships, and then click on Young American Award).

Youth Protection Training. Go to www.learningforlife.org/exploring/fire/index.html, then click on Youth Protection Training (PowerPoint presentation 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. They list several considerations

that the Explorer leader must remember. At least one adult is required to complete Youth Protection training 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.

Fire and Emergency Services Exploring Appendix

- Memorandum of Understanding
- Sample Firstnighter Agenda
- Additional Instructions for Steps 2 and 4 of Exploring Program Development
 1. Background
 2. Requirements
- Fire and Emergency Services Career Achievement Award
- Fire and Emergency Services Qualifying Achievements
- Fire and Emergency Services Career Achievement Award Worksheet
- Fire and Emergency Services Career Achievement Award Application
- Fire and Emergency Services Opportunities Worksheet
- Explorer Youth Activity Interest Survey
- Adult Resource Survey
- Activity Planner
- Sample of a Completed Fire and Emergency Services Exploring Program Calendar
- Exploring Program Calendar
- Program Match Sheet
- Instructions for Using Program Match Sheet



ANNUAL MEMORANDUM OF UNDERSTANDING

_____ has read and understands the following conditions for participating in the Exploring Program operated and maintained by Learning for Life, a District of Columbia non profit corporation ("Learning for Life"), and desires to enter into this agreement regarding its participating in the Exploring Program. The responsibilities of the organization include:

- Screening and selecting at least four adults, including committee chairman, two committee members, and an Advisor who will work directly with the post officers.
- All participating adults are required to complete Learning for Life Youth Protection Training.
- Providing adequate facilities for the Explorer post to meet on a regular schedule with time and place reserved.
- Participating in an initial program orientation session.
- Participating in at least one evaluation with Learning for Life representatives each year.

The Exploring Program is part of Learning for Life's education resource program. Learning for Life provides the support service necessary to help the participating organizations succeed in their use of the program.

These services include year-round training techniques and methods for selecting quality leaders, program resources, and primary liability insurance to cover the participating organization, its board, officers, and employees against all personal liability judgements arising from official Exploring Program activities.

This Annual Memorandum of Understanding shall remain in effect for one year from this date. Either organization may discontinue the program at any time upon written notice to the other organization.

Date: _____

Signature of organization head or designee

Signature of Learning for Life Representative

(Print Name)

(Print Name)



Sample Firstnighter Agenda

- 1. Greeters Post Committee**
 Greet the young people at the door. Welcome them, and have them sign in on the Explorer youth participants' roster. Pass out name tags.
- 2. Welcome Participating Organization Representative**
 A representative of the participating organization gives a brief background on the organization's interest in exploring and commitment to starting an Explorer post.
- 3. Activity/Icebreaker**
 Have the youth participate in a hands-on career activity to let potential Explorers see that the post program is going to be lively and exciting.
- 4. Description of Exploring and the Purpose of an Explorer Post Post Advisor**
 Let the youth know what Exploring is. Emphasize that youth are the leaders and involved in program with adult assistance.
- 5. Exploring Firstnighter Video (3:46 min.) Post Advisor**
- 6. Description of Upcoming Activities Committee Chair**
 Distribute the post's program development calendar, and explain the career focus of the explorer post. Then discuss the kinds of activities Explorers would like to do.
- 7. Conduct Explorer Activity Interest Survey Post Committee**
 Hand out Explorer activity interest survey and give students time to complete the survey. This is the opportunity for youth participants to offer program suggestions.
- 8. Announce the Next Post Meeting Post Advisor**
 Announce that Explorers will elect youth officers (president, vice president—program, vice president—administration, secretary, and treasurer). explain that Explorers will lead the program. The results from the Explorer activity interest survey will be used to develop program ideas. Give the next post meeting date.
 Next Post Meeting Date: _____
- 9. Invitation to Join and Refreshments Post Advisor and Post Committee**
 Explain that the annual participation fee will be collected from those ready to join during refreshments.
- 10. Closing Comments Participating Organization Representative**
 Give a brief, motivation send-off.

Notes: 1. Determine the top results from Explorer activity interest survey. Put them on a list for next meeting. 2. Forward participation fees and the Explorer youth participants' roster to the local Learning for Life office. 3. Existing posts should use youth officers during the agenda.

Additional Instructions for Steps 2 and 4 of Exploring Program Development

Step 2: Career Opportunities Program Development Meeting

(Use Fire and Emergency Services Career Opportunities Worksheet)

1. Review the Fire and Emergency Services Career Opportunities Worksheet and select the career activities that your organization has the resources to support by checking the “Yes/No” column. Please add any career activities unique to your organization.
2. For each “Yes” activity, name a person from your organization 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 Fire and Emergency Services 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 Fire and Emergency Services 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 dates (fall and spring)
 - Participating organization dates
 - Superactivity dates
 - School and other official holiday dates

Fire and Emergency Services 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.

Qualifying Achievements

Do nine of the following:

- 1a. Learn the basic chemistry of fire.
- 1b. Diagram the fire triangle and tetrahedron using simple visual aids.
- 1c. Explain the different products of combustion.
- 1d. Define the three physical stages of matter in which fuels are commonly found.
- 1e. Explain the differences between the characteristics and ease of ignition.
- 1f. Make a tabletop display or presentation for your post, another post, your group, or another community group.
- 2a. Visit your local emergency communications center.
- 2b. Discuss the operations and career opportunities.
- 3a. Demonstrate to a group the three physical stages of matter using a spray bottle or aerosol can, a wooden block, and fuel oil.
- 3b. Identify three products of combustion commonly found in structural fires that create a similar hazard.
- 4a. Share with others the different classifications of portable fire extinguishers and the fuels they are able to extinguish.

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- 4b. Demonstrate that you know how to properly and safely use a portable fire extinguisher.
- 5a. Identify different types of approved personal protective equipment that firefighters wear.
- 5b. Make a tabletop display for or presentation to a group on the various components of personal bunker gear—what each component's function is, and how to properly maintain it.
- 5c. Demonstrate the use of a self-contained breathing apparatus.
6. Learn and then teach someone else how to use and tie service knots: a bowline, a clove hitch, a figure eight on a bight, a becket or sheet bend, an overhand safety knot, and a half hitch.
7. Complete the American Red Cross Emergency Response or Emergency (EMT-B) Medical Technicians Basic Course.
- 8a. Learn how to protect your skin, eyes, and respiratory tract from the environment.
- 8b. Identify and explain three personal preparations rescuers are required to make to avoid physical threats to rescue operations and to increase the chances of rescuer survival.
- 8c. Know the proper clothing, headgear, and footwear for search and rescue.
- 9a. Learn the proper use of shelter and lighting for the most effective search-and-rescue environment.
- 9b. Know how the environment can influence a search and components of a rescue.
- 9c. Learn about and describe the initial actions for any rescue situation.
10. Participate in a mock disaster.
11. Attend a regional or national emergency services conference.
12. Participate in an actual or practice search-and-rescue operation.
13. Learn about and demonstrate the proper way to use and maintain fire hoses and ladders.
14. Tenure: Awarded to Explorers who complete one year of satisfactory service to the post.

Resources

Explorer Youth and Adult Leader Handbook found on the Learning for Life Web site (www.learningforlife.org)

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.

Fire and Emergency Services Career Achievement Award Worksheet

Name: _____

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

Do nine of the following:

- 1a. Learn the basic chemistry of fire.
- 1b. Diagram the fire triangle and tetrahedron using simple visual aids.
- 1c. Explain the different products of combustion.
- 1d. Define the three physical stages of matter in which fuels are commonly found.
- 1e. Explain the differences between the characteristics and ease of ignition.
- 1f. Make a tabletop display or presentation for your post, another post, your group, or another community group.

Completed _____

- 2a. Visit your local emergency communications center.
- 2b. Discuss the operations and career opportunities.

Completed _____

- 3a. Demonstrate to a group the three physical stages of matter using a spray bottle or aerosol can, a wooden block, and fuel oil.
- 3b. Identify three products of combustion commonly found in structural fires that create a similar hazard.

Completed _____

- 4a. Share with others the different classifications of portable fire extinguishers and the fuels they are able to extinguish.
- 4b. Demonstrate that you know how to properly and safely use a portable fire extinguisher.

Completed _____

- 5a. Identify different types of approved personal protective equipment that firefighters wear.
- 5b. Make a tabletop display for or presentation to a group on the various components of personal bunker gear—what each component's function is, and how to properly maintain it.

- 5c. Demonstrate the use of a self-contained breathing apparatus.

Completed _____

6. Learn and then teach someone else how to use and tie service knots: a bowline, a clove hitch, a figure eight on a bight, a becket or sheet bend, an overhand safety knot, and a half hitch.

Completed _____

7. Complete the American Red Cross Emergency Response or Emergency (EMT-B) Medical Technicians Basic Course.

Completed _____

- 8a. Learn how to protect your skin, eyes, and respiratory tract from the environment.
- 8b. Identify and explain three personal preparations rescuers are required to make to avoid physical threats to rescue operations and to increase the chances of rescuer survival.

- 8c. Know the proper clothing, headgear, and footwear for search and rescue.

Completed _____

- 9a. Learn the proper use of shelter and lighting for the most effective search-and-rescue environment.
- 9b. Know how the environment can influence a search and components of a rescue.
- 9c. Learn about and describe the initial actions for any rescue situation.

Completed _____

10. Participate in a mock disaster.

Completed _____

11. Attend a regional or national emergency services conference.

Completed _____

12. Participate in an actual or practice search-and-rescue operation.

Completed _____

13. Learn about and demonstrate the proper way to use and maintain fire hoses and ladders.

Completed _____

14. Tenure—Awarded to those Explorers who complete one year of satisfactory service to the post.

Completed _____

Resources

Explorer Youth Leader Guidebook found on the Learning for Life Web site (www.learningforlife.org)

Qualifying Achievements

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

Requirements

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

Fire and Emergency Services 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 number

Fire and Emergency Services Careers Program Development Worksheet

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

Career opportunities activity topics	Organization has resources	Organization consultant
	Yes/No	Who can teach this skill?
1. Ambulance operations		
2. A. Assist with equipment		
3. B. Visualize PT care		
4. C. Role as Explorer		
5. Basic emergency medical technician training		
6. Basic life support and CPR		
7. Chain of command and role in community fire service		
8. Community emergency preparedness		
9. Communication with portable radios		
10. Community service projects such as smoke detectors, weather radios		
11. Cultural diversity training		
12. Disaster relief from floods and storms		
13. Education options		
14. Engine operation		
15. A. Equipment storage and uses		
16. B. Vehicle placement on scene		
17. C. Water supply		
18. D. Role as Explorers		
19. Fire behavior		
20. Basic arson investigation		
21. Fire extinguisher types/use		
22. Fire ground safety		
23. Fire inspections		
24. Fire sprinkler operations		

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25. Fire station operation		
26. Fire suppression—basic hand line operations		
27. First responder training		
28. Forcible entry techniques and application		
29. Hand tools		
30. Hazmat training		
31. History of fire service		
32. Influence of architecture and engineering in fire service		
33. Knot types and uses		
34. Ladder types and uses		
35. Leadership training		
36. Mediation skills		
37. Monthly business meeting management		
38. Personal protective equipment and use		
39. Physical fitness		
40. Public education such as:		
41. A. Fire safety		
42. B. Assist at open house		
43. C. Ride arsons program		
44. D. Assist in special events		
45. Role of Explorers		
46. Salvage skills (tarps, runners, etc.)		
47. SCBA components and use		
48. Search and rescue—reason and techniques		
49. Team building		
50. Terrorism: weapons of mass destruction training		
51. Ventilation types and techniques		
52. Water rescue operations		
53. Water supply—all types (urban and rural)		
54. Wildfire behavior		
55. Deployment of wildfire shelter		

Explorer Youth Activity Interest Survey

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

Name: _____

___ Bowling

___ Movies

Sports activities:

___ Camping

___ Music

___ Career clinic

___ Photography

___ College planning

___ River/white-water rafting

___ Community cleanup project

___ Rock climbing/rappelling

Hobby interest:

___ Computers

___ Roller-skating

___ Conservation project

___ Sailing/canoeing

___ Cycling

___ Snorkeling/scuba diving

___ Dance

___ Snow skiing

Other ideas:

___ First aid training

___ Swimming

___ Fishing

___ Tour of city (area)

___ Horseback riding

___ Visit to TV or radio station

___ Ice skating

___ Waterskiing

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 numbers: (Work) _____ (Home) _____

	Have skill	Have resources
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		
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: _____

Activity Planner

Youth activity chair _____ Adult consultant _____

Youth phone number: _____ Adult phone number: _____

Other information _____

Name of the activity: _____

Date: _____

Location: _____

Resources needed: _____

Alternatives

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

Personnel

Delegate responsibilities!

Job to be done	Assigned To
_____	_____
_____	_____
_____	_____
_____	_____

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

Carry Out the Plan/Conduct the Activity

Just before the activity, double-check all arrangements.

Notes:

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

After-Action Evaluation

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

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

Number participating: _____ Explorers _____ friends _____ adults _____

Sample of a Completed Fire and Emergency Services Careers Exploring Program Calendar

	First Meeting Date	First Meeting Career Opportunities Topic	First Meeting Adult Consultant/ Youth Chair	Second Meeting Date	Second Meeting Career Opportunities Topic	Second Meeting Adult Consultant/ Youth Chair	Monthly Post Activity Planning Meeting Date	Monthly Post Weekend Activity	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs
SEPTEMBER	First Wednesday	Fall open house	Hal, Mark	Second Wednesday	Elect officers and plan post activities	Bill, Martha	First Wednesday	Visit fire/safety equipment supply company	Martha, Bill	Exploring weekend
OCTOBER	First Wednesday	Fire behavior	James, Sean	Second Wednesday	Breathing apparatus	Cliff, Cheryl	First Wednesday	Visit fire trade show	Cheryl, Cliff	
NOVEMBER	First Wednesday	Fire extinguishers	Frank, Tom	Second Wednesday	Proper use of portable fire extinguisher	Peggy, Jimmy	First Wednesday	Appointment to do live fire extinguisher demonstration	Jimmy, Peggy	Attend quarterly conference
DECEMBER	First Wednesday	Personal protective equipment	Cosby, Judy	Second Wednesday	Ropes and knots	Marty, Marianne	First Wednesday	Counsel special-needs students on fire safety	Marianne, Marty	
JANUARY	First Wednesday	Rescue and extrication	Laun, Mike	Second Wednesday	Forcible entry	Jim, Natalie	First Wednesday	Training facility extrication process on a salvaged car	Natalie, Jim	Learning for Life Leadership Development Series
FEBRUARY	First Wednesday	Ventilation	Matthew, Danny	Second Wednesday	Pre-incident planning	John, Cindy	First Wednesday	View the movie <i>Backdraft</i>	Cindy, John	
MARCH	First Wednesday	Ground ladders	Tom, Katy	Second Wednesday	Water supply program	Carey, Ann	First Wednesday	Tour municipal water treatment facility	Ann, Carey	Learning for Life community service project
APRIL	First Wednesday	Hose and fire streams	Cliff, Maya	Second Wednesday	Sprinkler systems	Debbie, Murray	First Wednesday	Spring cleaning fire truck washing	Murray, Debbie	
MAY	First Wednesday	Salvage and overhaul	Ashley, Amy	Second Wednesday	Building construction	Rayna, David	First Wednesday	Find facility for SCBA familiarization class	David, Rayna	Attend annual Exploring banquet
JUNE/JULY	First Wednesday	Fire cause determination	Matthew, Monica	Second Wednesday	Fire alarms	Faye, Hazel	First Wednesday	Trips, state fire training agency	Hazel, Faye	
AUGUST	First Wednesday	Public fire education	Paul, Denise	Second Wednesday	Fire apparatus familiarization	David, Stephanie	First Wednesday	Assist fire prevention bureau with elementary school programs	Stephanie, David	

Exploring Program Calendar

First Meeting Date	First Meeting Career Opportunities Topic	First Meeting Adult Consultant/ Youth Chair	Second Date	Second Meeting Career Opportunities Topic	Second Meeting Adult Consultant/ Youth Chair	Monthly Activity Planning Meeting Date	Monthly Post Activity	Post Activity Adult Consultant/ Youth Chair	Council Activity Programs
SEPTEMBER									
OCTOBER									
NOVEMBER									
DECEMBER									
JANUARY									
FEBRUARY									
MARCH									
APRIL									
MAY									
JUNE/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 continued

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
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					
Water skiing					
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.

