



EXPLORE THE ADVENTURE...

# Health Careers Exploring Program Guide for Post Advisors

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



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## What Is Health Careers 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. Health Careers Exploring is a youth development program centered on health careers. Youth participants in Health Careers Explorers might choose to work with medical doctors, nurses, dentists, ophthalmologists, podiatrists, veterinarians, etc. They might participate in x-ray reviews and oral health exams and review equipment and procedures used to care for patients. The bottom line is that Health Careers Exploring is action oriented.

## Organizing an Explorer Post

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

Organizations operating Health Careers Exploring posts are called participating organizations. These participating organizations provide the program assistance for Explorer post meetings, activities, and trips through caring adult volunteer leaders recruited from the organization; these individuals are called adult Advisors.

Each participating organization, through its executive officer, agrees to:

- Recruit adult volunteer leaders
- Complete the Memorandum of Understanding (See Appendix, page 12)
- Utilize the Health Career Opportunities Worksheet (See Appendix, page 21)
- Organize supplementary business program ideas
- Develop a post calendar (See sample calendar in Appendix, page 26)
- Provide meeting facilities

### Learning for Life provides:

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

## The Five Areas of Program Emphasis: Ideas for a Health Careers Post Program

The program activities of an Explorer post combine the interests of young adults with the resources and adult expertise of the participating organization. Exploring offers five areas of emphasis for its career education programs: career opportunities, leadership experience, life skills, citizenship, and character education. Adult advisors and youth leaders in the post might use the following ideas when planning a well-balanced program around Exploring's five areas of program emphasis.

**1. Career Opportunities:** Conduct activities that develop potential contacts and may broaden employment options. Activities that boost a youth's self-confidence and help him or her experience success at school and work.



**Suggested Activities:** Review the variety of careers in medicine, health care, dentistry, nursing, veterinary medicine, etc.—general practice, research, and related fields. Discuss the education, skills, and training needed for these careers. Plan program activities to discuss careers in private practice, hospitals, medical centers, government, industries, and associations; psychology programs in clinics, laboratories, schools, business, police departments, government agencies, and private practice. Demonstrate the relationship between the information available on the psychology database and current social concerns. Use the Health Careers Exploring Career Opportunities Worksheet to plan out these types of activities. Review the Career Achievement Award for Health Careers Exploring. (See Appendix, page 15)

**2. Leadership Experience:** Conduct activities that help youth develop leadership skills to fulfill their responsibilities in society. Activities that provide exposure to different leadership traits.



**Suggested Activities:** Study the effect of health care, dental care, nursing, veterinary medicine, etc., on the community, state, and nation. Study stem-cell research and DNA research. Review the licensing, educational requirements, and regulation of health care, dentistry, nursing, veterinary medicine, etc. Study the history and development of medicine, dentistry, nursing, veterinary medicine, etc. Plan a program on the purposes and programs of the American Dental Association; American

Nurses' Association; American Veterinary Medical Association; and other health-related associations. Also in psychology, study the history and development of various areas of psychology related to citizenship, e.g., social, developmental, personality. In the area selected, discuss some of the hallmark studies that have implications for society. Study the American Psychological Association Ethical Code and discuss its application in the psychology-related activities of the Explorer group. Investigate some of the ways in which psychological research has contributed to particular advancements in our society. Secure speakers and programs on leadership styles, organizational psychology, and management skills.

Conduct a Post Activities Program Development Meeting and elect youth 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.

Learning for Life offers a leadership book titled *Leadership Development Guidebook for Teenage Youth*. The book contains a series of 16 workshops: 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 workshops can be offered as a one-day session, as an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, community youth groups, and community youth leaders. The leadership guidebook is available from your local Learning for Life office.

**3. Life Skills:** Conduct activities that help youth develop physical and mental fitness. Activities that provide opportunities for youth to experience positive social interaction.

**Suggested Activities:** Study safety, first aid, personal health care, dental care, and nutrition. Plan fitness, sports, and exercise programs. Learn aerobic exercise for use by office workers. Secure speakers on mental and emotional fitness. Plan programs and competitions in public speaking, language, writing, and communication. In psychology, study the mind/body connection and what psychological research shows about the links between emotions and wellness and the relationship between exercise and emotions. Examine the lifestyles and



behaviors that can increase the risk of illness. Learn about the primary prevention of emotional problems by means of social and cultural change. Learn about issues in the home and family—sexual abuse, family violence, substance abuse—that can be addressed by prevention programming. Develop awareness of how personal prejudice and bias can detract from emotional and mental health and well-being. Plan programs to address stress management, weight control, biofeedback, deep relaxation, smoking cessation, and substance abuse.

Make sure to use the Adult Resource Survey (Appendix, page 24) and the Explorer Youth Activity Interest Survey (Appendix, page 23) 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/health/index.html](http://www.learningforlife.org/exploring/health/index.html), then click on Resources for Exploring Leaders under New Resources.)

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

**4. Citizenship:** Conduct activities that encourage youth to develop the skill and desire to help others. Activities that provide opportunities for youth to gain a keen respect for the basic rights of others.



**Suggested Activities:** Provide health care, service projects, and veterinary medicine programs for charities, churches, youth groups, and community organizations. Assist with state, local, and school projects relating to health care, dental care, nursing as a career, and veterinary medicine. Provide volunteer help to hospitals, nursing homes, institutions, community

centers, and blood banks; volunteer for community or school dental clinics or programs. Assist with projects of the American Dental Association, American Nurses' Association and its members, and the American Veterinary Medical Association. Also in psychology, assist with tutoring, language skills, school programs, and public service projects related to business and careers in psychology. Conduct science projects for a science fair.

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.** Explorer youth might also be interested in applying for the Congressional Award. This is a citizenship award for youth sponsored by the federal government. An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas outlined in the award application. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to [www.learningforlife.org](http://www.learningforlife.org), click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

**Helpful Exploring Tools.** 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/health/index.html](http://www.learningforlife.org/exploring/health/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:** Conduct activities that help youth develop skills necessary for making ethical choices. Activities that provide opportunities for fulfilling one's responsibility to society as a whole.



**Suggested Activities:** Study the history and development of medicine and other health-related services. Review the Hippocratic Oath. In the area selected, discuss some of the benchmark studies that have had far-reaching effects on society.

Plan parents' night programs, open houses, and family activities. Provide health care, dental care, and volunteer projects to assist elderly, disabled, low-income, and disadvantaged people. Plan parent/Explorer activities.

## Five-Step Plan for Developing a Health Careers Exploring Post Program

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

### Step 1: 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 Resource Survey (See Appendix, page 24) 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 2: Career Opportunities Development Meeting

This is a training and program development meeting for post adult leaders conducted by an Exploring program representative.

### Key Items

- Conduct post adult leadership training.
- Select the career opportunities the organization can support.
- Schedule monthly career opportunities meetings and adult consultant on Exploring Post Program Development Calendar (Appendix, page 27).
- Review the firstnighter meeting agenda (Appendix, page 13) and checklist.
- Complete the Exploring adult participants roster.

## Step 3: Post Firstnighter Meeting

This special and exciting hands-on meeting is 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 Firstnighter Agenda (Appendix, page 13).
- Distribute the Explorer Youth Activity Interest Survey.
- Invite students to join and collect from each student the participation fee.
- Determine the top choices from the Explorer Youth Activity Interest Survey after the meeting.

## Step 4: Post Activities Development Meeting

This is a program planning meeting with Explorers' input to reach agreement on post monthly activities.

### Key Items

- Review the activities listed in the Resource Survey and Explorer Youth Activity Interest Survey to determine top post activities. List top post activities in the Program Match Sheet (Appendix, Page 28).
- Select and schedule top post activities on the Explorer Post Program Development Calendar.

- Assign an Explorer activity chair and adult consultant for all activities.
- Elect Explorer post officers.

## Step 5: Explorer Post Officers' Seminar

This seminar is a training meeting for elected post officers.

### Key Items

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

### Sample Post Meeting Agenda

<b>Call to order and introduction of guests</b>	<b>Post president</b>
<b>Old business</b>	
<ul style="list-style-type: none"> <li>• Reading of the minutes from the previous meeting</li> <li>• Treasurer's report</li> <li>• Post officers' report</li> </ul>	
<b>New business</b>	<b>Post president</b>
<ul style="list-style-type: none"> <li>• Discussion by the Explorers on matters that need a decision</li> <li>• Enrollment of new youth attending the meeting</li> <li>• Promotion of coming events</li> <li>• Reminder of next meeting and about any materials needed, other requirements, or what to bring and wear, etc.</li> <li>• Post Advisor's comments</li> </ul>	Vice president—administration Vice president—program Activity chair
<b>Post career opportunities program</b>	<b>Youth activity chair</b>
<b>Next meeting announcement</b>	<b>Post president</b>
<b>Closing reflection</b>	<b>Post officer</b>
<p><b>After the meeting,</b> the vice president—program follows up with the activity chair to double-check all arrangements for the next post meeting.</p>	

## General Exploring Program Development Resources

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

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

**Explorer Activity Interest Survey.** 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 conduct 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. 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.

**Career Opportunities Development Meeting.** This is the first training and program development meeting for post adult leaders conducted by an Exploring program representative. Post adult leadership training is conducted, the Career Opportunities Worksheet is completed, and plans are reviewed to recruit new youth participants at the post firstnighter.

**Post Activities Development Meeting.** This should be the first meeting after the firstnighter. Engage the youth in active discussion by presenting the results of the match sheet. If necessary, use these other ideas to generate more program options:

- **Brainstorm.** Brainstorm to bring out ideas that might not be on the survey. Sometimes the most creative activities are suggested this way. The brainstorming should involve all of the youth participants.
- **Fill in the Gaps.** The post officers may feel that an activity should be included to better balance the post program. These can now be added.

**Post Program Development Calendar.** Schedule each selected post activity on the Post Program Development Calendar. Watch out for possible conflicts with other dates.

**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 (Appendix, page 25). It will keep them on track to operate a successful event.

## Health Careers Exploring "Value-Added" Program Support

Resources outlined below are available as noted on Learning for Life's public Web site ([www.learningforlife.org/exploring/health/index.html](http://www.learningforlife.org/exploring/health/index.html)) or from the local Learning for Life office. For local office information, go to [www.learningforlife.org](http://www.learningforlife.org), then scroll down and enter your five-digit zip code and click on SEARCH.

**Adult and Youth Leader Training (see local Learning for Life office).** The local Learning for Life office provides basic and advanced adult leader training sessions along with post leader workshops, quarterly Advisors meetings, and organized activities for all posts.

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

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

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

**Health Exploring Web Page.** Visit the Health Exploring Web site at [www.learningforlife.org/exploring/health/index.html](http://www.learningforlife.org/exploring/health/index.html) for the following:

- Career Achievement Award for Health Explorers (see samples in Appendix, pages 14–20)
- Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from the national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities

- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training (PowerPoint presentation)

**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.

**Congressional Award.** An adult adviser, chosen by the student, helps the student set challenging but achievable goals in the four program areas outlined on the awards application. Once students have achieved the 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.)

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

**Young American Award.** First presented in 1968, the council-level award is given to young adults between the ages of 15 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.)

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

**Exploring Adult Leader Guide and Exploring Youth Leader Guide.** These online guidebooks contain complete information for youth and adult leaders of Explorer posts. They 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/health/index.html](http://www.learningforlife.org/exploring/health/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.** 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.

**Leadership Development Guidebook for Teenage Youth.** The Learning for Life Leadership Development Guidebook for Teenage Youth offers a series of workshops that 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 workshops cover 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 local Learning for Life representative can provide a copy of this book.

**Leadership Award Program.** 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.)

**Liability Insurance for Participating Organizations.** 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.

#### **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 of Learning for Life for review and approval.

For your 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.**

- Health Careers Exploring, four-page brochure, No. 99-312
- Exploring, Discover a Career Through Exploring, three-fold mailer insert, No. 99-265
- Exploring Program, four-page brochure, No. 99-992

**Recognition Items.** The following items are available through your local Learning for Life office. (Go to [www.learningforlife.org](http://www.learningforlife.org), then scroll down and click on Online Resource Catalog.)

- Advisor Exploring emblem patch, No. 04031A
- Associate Advisor Exploring emblem patch, No. 04033A
- Base wood for Explorer ornament "E," No. 17583A
- Career Achievement Award certificate, No. 32194
- Exploring appreciation certificate, No. 33144A
- Exploring "E" emblem patch, No. 04002A
- Lapel pin, Explorer "E," No. 04001A
- Leadership Award certificate, youth and adult, No. 32195
- Leadership Award medallion, youth and adult, No. 04173
- Learning for Life tie, No. 50022
- Mug, Exploring "E," No. 04003A
- Ornament, Explorer "E," No. 04105A
- Panel drape, Exploring, No. 11134A
- Paperweight, Explorer, No. 04160A
- Paperweight, Thank You Exploring, No. 17695A
- Plaque, Exploring logo on walnut with engraving plate, No. 17685
- Post committee emblem patch, No. 04045A
- President Explorer emblem patch, No. 04035A
- Secretary Explorer emblem patch, No. 04039A
- Treasurer Explorer emblem patch, No. 04041A
- Vice president Explorer emblem patch, No. 04037A

**Safety First, Learning for Life Guidelines.** This is a guide for advisors to help keep 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/health/index.html](http://www.learningforlife.org/exploring/health/index.html), then click on Safety First Guide to Learning for Life Activities under New Resources.)

**Youth Protection Training.**

(Go to [www.learningforlife.org/exploring/health/index.html](http://www.learningforlife.org/exploring/health/index.html), then click on Youth Protection Training [PowerPoint] under New Resources.) As an adult Advisor, 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 Learning for Life Web site for viewing ([www.learningforlife.org](http://www.learningforlife.org)). 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. Learning for Life Local and National Outing Permits can be obtained from the local Learning for Life office. The permits should be completed by adult advisors when planning trips with Explorer youth.

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.

## Health Careers Exploring Appendix

- Memorandum of Understanding
- Sample Firstnighter Agenda
- Additional Instructions for Steps 2 and 4 of Exploring Program Development
- Health Career Achievement Award Background
- Health Career Achievement Award Requirements
- Health Achievements
- Health Career Achievement Award Application
- Health Career Opportunities Worksheet
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- Instructions for Using Program Match Sheet



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## 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 *Health Career Opportunities Worksheet*)

1. Review **the Health Career Opportunities Worksheet** and select those career activities that your organization has the resources to support by checking the “Yes/No” column, and please add any career activities unique to your organization.
2. Name a person from your organization for each “Yes” activity who could serve as a consultant to help plan and lead the career opportunities activity.

These will become the career focus of your Explorer post for the coming program year. (See sample of the completed Health 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 Meeting

(*First Post Meeting After Open House*)

(Use the Health Exploring calendar and the results from the adult resource survey, Explorer activity interest survey, and the program match sheet.)

5. Review the results from the adult resource survey and the Explorer activity interest survey. Use the program match sheet to help determine post activity suggestions.
6. Make sure you have included the local council Exploring events, activities, and training dates on the calendar.
7. At the first post meeting following the open house, present the suggested post activity ideas to the youth leadership.
8. Include other dates:
  - Open house date (fall and spring)
  - Participating organization dates

- Superactivity dates
- Check for school and other official holiday dates

## Health Career Achievement Award Background

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

### Purpose

The purpose of the Health Career Achievement Award program is to

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

### Requirements

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

### Recognition

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

## Health Career Achievement Award Requirements

Explorers can earn a Career Achievement Award in one or all of the 12 career clusters. To earn a Career Achievement Award, the candidate must provide 50 hours of community service and complete any nine career achievements. The Explorer post Advisor 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.

## Health Achievements

Do nine of the following:

1. a. In writing, tell what is meant by the term “primary care” with regard to a medical specialty. Briefly describe in your written report the types of work physicians do in the following core primary care specialties:
  1. Internal medicine
  2. Family practice
  3. Obstetrics/gynecology
  4. Pediatrics
  5. Psychiatry
  6. Surgery
- b. Describe the additional educational requirements for these specialties.
- c. Make an oral presentation to your post, class, or another group, sharing the above information.
2. Lead a discussion in a group or make a presentation to a group on the following topics:
  - a. The roles medical societies, the insurance industry, and the government play in influencing the practice of medicine in the United States.
  - b. How your state monitors the quality of health care within its borders, and how it provides care to those who do not have health insurance.
3. a. Research the differences in the health-care delivery systems of the United States, Canada, and Mexico.
- b. Using your research, make a presentation to your post, another post, a community group, your school class, or another group.
4. Complete the American Red Cross course First Aid—Responding to Emergencies.
5. a. Study careers in dentistry. What are the different specialties in dentistry, and what do such specialists do? Report what you learned in either a display or presentation to your post or another group.
 

OR
- b. Prepare a four-part outline on jobs in dentistry. Under the headings “dentist,” “dental hygienist,” “dental assistant,” and “dental laboratory technician,” list the kinds of duties, education needed, costs of education, length of training, and other information about these jobs. Report what you have learned in either a display or presentation to your post or another group.
6. a. Describe two different kinds of work that a neurologist, pathologist, and geriatrics specialist do.
- b. Explain the differences in college courses for training each of these workers.
- c. Call and recruit a neurologist, pathologist, or geriatrics specialist to give a presentation on his or her career to your post.
7. a. Research five diseases of animals that can be transmitted to humans.
- b. Make a presentation to your post or another group on your findings.
 

OR
- c. Make arrangements for your post to visit and tour a veterinary clinic or hospital.
8. Individually or with your post, visit your city, county, or state public health agency. Make a presentation to your post, class, or another group including the following topics:
  - a. How these services affect people.
  - b. Identify the four leading causes of death (mortality) in your community for any of the past five years. Compare these with the four leading causes of hospital admissions (morbidity) in your community. How is the public health agency you visited involved in trying to reduce both the mortality and morbidity of these leading causes of illness and disability?

9. Individually or with your post, visit a restaurant kitchen or another commercial food service facility and observe food preparation, handling, and storage. Find out the following:
  - a. How can foods become contaminated?
  - b. What conditions allow microorganisms to increase in food?
  - c. How can microorganisms in food be killed?
  - d. How should dishes and utensils be washed in restaurants or at home?
10.
  - a. Determine how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.
  - b. Prepare a first aid kit for your home. Display and discuss its contents with your family.
  - c. Make a presentation to your family, post, or another group on how to prepare for household emergencies and how to prepare a home first aid kit.
11. Discuss with your Advisor or other post consultant the influence that eight of the following people or events had on the history of medicine:

- |                               |                            |
|-------------------------------|----------------------------|
| a. Hippocrates                | i. Joseph Lister           |
| b. The invention of gunpowder | j. Robert Koch             |
| c. William Harvey             | k. Wilhelm Conrad Roentgen |
| d. Antonie Van Leeuwenhoek    | l. Marie and Pierre Curie  |
| e. Edward Jenner              | m. Walter Reed             |
| f. Florence Nightingale       | n. Karl Landsteiner        |
| g. Louis Pasteur              | o. Alexander Fleming       |
| h. Gregor Mendel              | p. Jonas Salk              |

12. Explain the Hippocratic oath to your Advisor or teacher and compare the original version to a more modern one. Discuss to whom those subscribing to the original version of the oath owe the greatest allegiance.
13. Serve as a volunteer at a health-related event or facility in your community (e.g., blood drive, health fair, blood pressure screening, etc.).
14. Attend a regional or national health careers conference.

**Resources**

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

**Qualifying Achievements**

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

## Health Achievements

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

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

Do nine of the following:

1. a. In writing, tell what is meant by the term “primary care” with regard to a medical specialty. Briefly describe in your written report the types of work physicians do in the following core primary care specialties:
  1. Internal medicine
  2. Family practice
  3. Obstetrics/gynecology
  4. Pediatrics
  5. Psychiatry
  6. Surgery
- b. Describe the additional educational requirements for these specialties.
- c. Make an oral presentation to your post, class, or another group, sharing the above information.

Completed \_\_\_\_\_

2. Lead a discussion in a group or make a presentation to a group on the following topics:
  - a. The roles medical societies, the insurance industry, and the government play in influencing the practice of medicine in the United States.
  - b. How your state monitors the quality of health care within its borders, and how it provides care to those who do not have health insurance.

Completed \_\_\_\_\_

3. a. Research the differences in the health-care delivery systems of the United States, Canada, and Mexico.
- b. Using your research, make a presentation to your post, another post, a community group, your school class, or another group.

Completed \_\_\_\_\_

4. Complete the American Red Cross course First Aid—Responding to Emergencies.

Completed \_\_\_\_\_

5. a. Study careers in dentistry. What are the different specialties in dentistry, and what do such specialists do? Report what you learned in either a display or presentation to your post or another group.

OR

- b. Prepare a four-part outline on jobs in dentistry. Under the headings “dentist,” “dental hygienist,” “dental assistant,” and “dental laboratory technician,” list the kinds of duties, education needed, costs of education, length of training, and other information about these jobs. Report what you have learned in either a display or presentation to your post or another group.

Completed \_\_\_\_\_

6. a. Describe two different kinds of work that a neurologist, pathologist, and geriatrics specialist do.
- b. Explain the differences in college courses for training each of these workers.
- c. Call and recruit a neurologist, pathologist, or geriatrics specialist to give a presentation on his or her career to your post.

Completed \_\_\_\_\_

7. a. Research five diseases of animals that can be transmitted to humans.
- b. Make a presentation to your post or another group on your findings.

OR

- c. Make arrangements for your post to visit and tour a veterinary clinic or hospital.

Completed \_\_\_\_\_

8. Individually or with your post, visit your city, county, or state public health agency. Make a presentation to your post, class, or another group including the following topics:
  - a. How these services affect people.
  - b. Identify the four leading causes of death (mortality) in your community for any of the past five years. Compare these with the four leading causes of hospital admissions (morbidity) in your community. How is the public health agency you visited involved in trying to reduce both the mortality and morbidity of these leading causes of illness and disability?

Completed \_\_\_\_\_

9. Individually or with your post, visit a restaurant kitchen or another commercial food service facility and observe food preparation, handling, and storage. Find out the following:
- How can foods become contaminated?
  - What conditions allow microorganisms to increase in food?
  - How can microorganisms in food be killed?
  - How should dishes and utensils be washed in restaurants or at home?

Completed \_\_\_\_\_

10. a. Determine how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.
- b. Prepare a first aid kit for your home. Display and discuss its contents with your family.
- c. Make a presentation to your family, post, or another group on how to prepare for household emergencies and how to prepare a home first aid kit.

Completed \_\_\_\_\_

11. Discuss with your Advisor or other post consultant the influence that eight of the following people or events had on the history of medicine:
- |                               |                            |
|-------------------------------|----------------------------|
| a. Hippocrates                | i. Joseph Lister           |
| b. The invention of gunpowder | j. Robert Koch             |
| c. William Harvey             | k. Wilhelm Conrad Roentgen |
| d. Antonie Van Leeuwenhoek    | l. Marie and Pierre Curie  |
| e. Edward Jenner              | m. Walter Reed             |
| f. Florence Nightingale       | n. Karl Landsteiner        |
| g. Louis Pasteur              | o. Alexander Fleming       |
| h. Gregor Mendel              | p. Jonas Salk              |

Completed \_\_\_\_\_

12. Explain the Hippocratic oath to your Advisor or teacher and compare the original version to a more modern one. Discuss to whom those subscribing to the original version of the oath owe the greatest allegiance.

Completed \_\_\_\_\_

13. Serve as a volunteer at a health-related event or facility in your community (e.g., blood drive, health fair, blood pressure screening, etc.).

Completed \_\_\_\_\_

14. Attend a regional or national health careers conference.

Completed \_\_\_\_\_

## Resources

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

## Health 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



## Health Career Opportunities Worksheet

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

<b>Career opportunities activity topics</b>	<b>Organization has resources</b>	<b>Organization consultant</b>
	<b>Yes/no</b>	<b>Who will teach this skill?</b>
1. Dentists. Orthodontists; oral and maxillofacial surgeons		
2. Dentists. Pediatric dentists; periodontists; prosthodontists		
3. Dentists. Endodontists; oral and maxillofacial radiologists		
4. Dietitians and nutritionists. Food and nutrition program		
5. Dietitians and nutritionists. Management of overweight patients		
6. Dietitians and nutritionists. Wellness programs; sports teams; supermarkets		
7. Emergency medical technicians and paramedics pre-hospital procedures. Automobile accidents; heart attacks; drowning; childbirth; gunshot wounds		
8. Emergency medical technicians and paramedics pre-hospital procedures. First responders		
9. Emergency medical technicians and paramedics pre-hospital procedures. EMT-1		
10. Emergency medical technicians and paramedics pre-hospital procedures. EMT-2 and EMT-3		
11. Emergency medical technicians and paramedics pre-hospital procedures. EMT-4		
12. Licensed practical and licensed vocational nurses. Hospital care		
13. Licensed practical and licensed vocational nurses. Nursing home care		
14. Licensed practical and licensed vocational nurses.		
15. Registered nurses. Hospital nurses		
16. Registered nurses. Office nurses		

17. Registered nurses. Public health nurses		
18. Registered nurses. Occupational health nurses		
19. Registered nurses. Industrial nurses		
20. Registered nurses. Nurse practitioners		
21. Respiratory therapists. Cardiopulmonary care		
22. Respiratory therapists. Newborns and infants		
23. Respiratory therapists. Clinics; nursing homes; home health		
24. Physicians and surgeons. Primary care: internal medicine; general practice; pediatrics		
25. Physicians and surgeons. Medical specialties: allergy, cardiovascular diseases, dermatology, gastroenterology, obstetrics, pediatric cardiology, pulmonary diseases		
26. Physicians and surgeons. Surgical specialties: colon, general, neurological, ophthalmology, orthopedic, otolaryngology, plastic, thoracic, urological		
27. Physicians and surgeons. Other specialties: aerospace medicine, anesthesiology, child psychiatry, diagnostic radiology, forensic pathology, neurology, nuclear medicine, occupational medicine, pathology, physical rehabilitation, psychiatry, public health, radiology, radiation oncology		
28. Podiatrists. Partnerships and multispecialty group practices		
29. Speech-language pathologists and audiologists. Hospitals and elementary and secondary schools		
30. Veterinarians. Health care of pets and livestock		
31. Veterinarians. Zoo and large animals		
32. Veterinarians. Food safety		
33. Cardiovascular technologists and technicians. Vascular technology and sonography		

## Explorer Youth Activity Interest Survey

Look at the list and place a check mark in front of three items you would like to see planned as part of the Explorer post 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/Video

Sports Activities:

\_\_\_ Camping

\_\_\_ Music

\_\_\_ Career Clinic

\_\_\_ Photography

\_\_\_ College Planning

\_\_\_ River/Whitewater Rafting

\_\_\_ Community Cleanup Project

\_\_\_ Rock Climbing/Rappelling

Hobby Interests:

\_\_\_ Computers

\_\_\_ Roller Skating

\_\_\_ Conservation Project

\_\_\_ Sailing/Canoeing

\_\_\_ Cycling

\_\_\_ Snorkeling/Scuba Diving

\_\_\_ Dance

\_\_\_ Snow Skiing

Other Ideas:

\_\_\_ Field Sportss

\_\_\_ Swimming

\_\_\_ First Aid Training

\_\_\_ Tour of City (area)

\_\_\_ Fishing

\_\_\_ TV or Radio Station Visit

\_\_\_ Horseback Riding

\_\_\_ Waterskiing

\_\_\_ Ice Skating

## Adult Resource Survey

### Adult Resource Survey

Please return to: \_\_\_\_\_

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

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

Phone Number: (Work) \_\_\_\_\_ (Home) \_\_\_\_\_

	Have Skill	Have Resources
Bowling		
Camping		
Career Clinic		
College Planning		
Community Cleanup Project		
Computers		
Conservation Project		
Cycling		
Dance		
Field Sports		
First Aid Training		
Fishing		
Horseback Riding		
Ice Skating		
Movies/Video		
Music		
Photography		
River/Whitewater Rafting		
Rock Climbing/Rappelling		
Roller Skating		
Sailing/Canoeing		
Snorkeling/Scuba Diving		
Snow Skiing		
Swimming		
Tour of City (area)		
TV or Radio Station Visit		
Waterskiing		

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

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

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

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

## Activity Planner

Youth Activity Chairperson \_\_\_\_\_ Adult Consultant \_\_\_\_\_

Youth Phone No. \_\_\_\_\_ Adult Phone No. \_\_\_\_\_

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 Health 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 Planning Meeting Date	Monthly Post Weekend Activity	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs
September	First Wednesday	Fall firstgrighter	Hal, Mark	Second Wednesday	Elect officers and plan post activity program.	Bill, Martha	Third Wednesday	Host a picnic for Explorers and their families.	Mike, Mary	
October	First Wednesday	Clinical laboratory services	James, Sean	Second Wednesday	Dentistry	Cliff, Cheryl	Third Wednesday	Conduct an admit-patient project in cooperation with hospital admitting and the emergency room.	Kim, Jim	Exploring weekend at camp
November	First Wednesday	Dietetics and nutrition	Frank, Tom	Second Wednesday	Medicine—EMT	Peggy, Jimmy	Third Wednesday	Assist a bloodtyping clinic in cooperation with a blood bank.	Keith, Amy	Attend quarterly conference.
December	First Wednesday	Medicine—RN, LPN, LVN	Cosby, Judy	Second Wednesday	Medicine—M.D., D.O., PA	Marty, Mariam	Third Wednesday	Assist special-needs students.	Karen, Stephen	
January	First Wednesday	Medicine—Pediatrics	Laun, Mike	Second Wednesday	Medicine—Surgery	Jim, Natalie	Third Wednesday	Recognize hospital volunteers with a recognition picnic.	Adam, Becky	Learning for Life Leadership Development Series
February	First Wednesday	Medicine—Neurology and psychiatry	Matthew, Danny	Second Wednesday	Medicine—Anesthesiology	John, Cindy	Third Wednesday	Take a tour of medical and surgical units.	Michael, Debbie	
March	First Wednesday	Internal medicine	Tom, Kay	Second Wednesday	Mental, physical, and social specialties	Carey, Ann	Third Wednesday	Assist a public relations department with a community health relations campaign.	Roger, Sherri	Community service project
April	First Wednesday	Podiatry	Cliff, Maya	Second Wednesday	Pharmacy	Debbie, Murray	Third Wednesday	Set up a health-care booth at the community fair.	Alex, Gretchen	
May	First Wednesday	Technical instrumentation	Ashley, Amy	Second Wednesday	Technical instrumentation	Rayna, David	Third Wednesday	Host a spring cleaning event such as a hospital car wash.	Jeff, Joanne	Attend the annual Exploring banquet.
June/July	First Wednesday	Veterinary medicine	Matthew, Monica	Second Wednesday	Veterinary medicine	Faye, Hazel	Third Wednesday	Visit medical schools and area universities and community colleges.	Brenda, Joe	Our Town at Night activity
August	First Wednesday	Vision care	Paul, Denise	Second Wednesday	Health services administration	David, Stephanie	Third Wednesday	Assist the humane society with a rabies clinic.	Ken, Imelda	

## 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 Planning Meeting Date	Monthly Post Weekend Activity	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs
September										
October										
November										
December										
January										
February										
March										
April										
May										
June/July										
August										

## 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 Project						
Computers						
Conservation Project						
Cycling						
Dance						
Field Sports						
First Aid Training						
Fishing						
Horseback Riding						
Ice Skating						
Movies						
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/Whitewater Rafting						
Rock Climbing/Rappelling						
Roller Skating						
Sailing/Canoeing						
Snorkeling/Scuba Diving						
Snow Skiing						
Swimming						
Tour of City (area)						
TV or Radio Station Visit						
Waterskiing						
Other Sports Activities: _____						
Other Hobbies: _____ _____						
Other Ideas: _____ _____						

**Instructions for Using Program Match Sheet**

1. Complete the youth activity interest survey and put the 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 the results in the 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 the firstnighter/open house.
4. Look for matches between the first two columns of the youth activity interest and adult resource surveys.
5. Decide on activities that the post will organize. The decision could be by vote or consensus of the youth leadership.
6. Select suggested dates for each activity. Put the dates on the post calendar for distribution to Explorers.
7. Recruit and assign a youth activity chair and adult consultant for each activity that will be on calendar.
8. The post vice president for program follows up with the youth activity chair and reports at the post monthly planning meeting.