

Exploring



LAW & GOVERNMENT EXPLORING POST PROGRAM GUIDE

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WHAT IS EXPLORING?

Exploring is the young-adult career education program of Learning for Life for both young men and women who are 14 years old and graduates of the eighth grade or 15 through 20 years old.

Young adults join Explorer posts to gain insight into a variety of programs that offer leadership, life skills, character education, service learning, and hands-on career activities. Law and Government Exploring is a youth development program centered on careers such as criminal law, civil law, environmental law, social and human services, etc.

Young people need experiences that allow them to interact with peers and acquire a sense of belonging, gain experiences in decision making, discuss conflicts in values and formulate their own value systems, reflect on self in relation to others and discover more about themselves through interaction, experiment with their own identity, participate as a responsible member of a group, and cultivate a capacity to enjoy life. Exploring can provide these experiences in wholesome, well-planned programs youth members run themselves.

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

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

ORGANIZING AN EXPLORER POST

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

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

There is a five-step process to organize a post and develop the post's program. Each participating organization, through its executive officer, agrees to:

- Recruit adult volunteer leaders
- Complete the annual Memorandum of Understanding
- Utilize the Law and Government 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



SUGGESTED POST PROGRAM IDEAS

The program of an Explorer post matches the interests of young adults with the resources and adult expertise of their participating organization. Your Explorer post adult and youth leaders might use the following ideas when planning a well-balanced program around Exploring's five areas of program emphasis: career opportunities, leadership experience, life skills, service learning, and character education.



1. CAREER OPPORTUNITIES: Programs that develop potential contacts that may broaden employment options. Activities that boost self-confidence and help youth experience success at school and work.

SUGGESTED TOPICS: Review the variety of career opportunities offered.

Discuss the qualifications, examinations, and skills needed. Review the education and training required, promotion opportunities, and benefits. Seek a realistic view of careers in public and private agencies. Plan programs on careers, sports, museums, interpretive centers, and history. Determine the career interests of Explorers, and secure programs and tours. Visit local businesses, industries, unions, professional organizations, schools, and institutions.

Use the **Law and Government Exploring Career Opportunities Worksheet** to plan out these types of programs. Review the **Career Achievement Award for Law and Government 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 history, structure, leadership, and mission of various law and government agencies. Visit historic sites or museums. Attend meetings and participate as concerned and informed citizens in the decision-making process of public agencies. Secure speakers and arrange tours of city, county, state, and federal government facilities.

At the **post activities program development meeting**, make sure to elect officers. Schedule **the post officers' seminar** to train the new officers. Get all Explorers involved with leadership by having youth chairs for all meetings and activities. Attend the **post leaders workshop** conducted by your local program.

The Learning for Life Leadership Development Series can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

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

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



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

SUGGESTED TOPICS: Plan parents' night programs, open houses, and family activities. Arrange drug and alcohol awareness presentations. Provide recreation projects to assist the elderly or disabled, low-income, and disadvantaged people. Develop informational sports or recreation program for youth groups, churches, and community organizations. Plan parent/Explorer activities.

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

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



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 with public service projects and community events. Develop community service projects. Participate in parades and retreat ceremonies. Provide service projects for charities, churches, youth groups, and other community organizations. Put citizenship and community service activities on the post's program calendar. Remember that a community service project is one of the options for **the National Exploring Excellence Award!**

Congressional Award. An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award).

Helpful Exploring Tools (see public Web site). The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* (go to www.learningforlife.org/exploring/lawandgovt/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. LIFE SKILLS: Programs that help youth develop physical and mental fitness. Activities that provide opportunities for youth to experience positive social interaction.

SUGGESTED TOPICS: Plan programs on first aid, safety, and personal fitness. Conduct programs on drug abuse and proper nutrition. Learn the health and physical requirements of various law and government positions. Improve swimming and lifesaving skills. Conduct physical fitness programs. Plan fitness, sports, and exercise programs. Learn aerobic exercises for use by office workers. Secure speakers on mental and emotional fitness. Plan programs and competitions in public speaking, languages, writing, and communications.

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/lawandgovt/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



FIVE STEPS TO ORGANIZING A LAW AND GOVERNMENT EXPLORING POST

Organizing an Explorer post (group) in your organization is easy! A local high school survey of students interested in Law and Government has been completed in your community.

Just follow the **Five-Step Plan for Post Program Development**:

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

Key Items:

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

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

Key Items:

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

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

Key Items:

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

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

Key Items:

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

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

Key Items:

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

Exploring

POST MEETING AGENDA

Call to Order and Introduction of Guests

Post President

Old Business

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

New Business

Post President

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

Post Career Opportunities Program

Youth Activity Chair

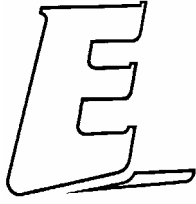
Next Meeting Announcement

Post President

Closing Reflection

Post Officer

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



GENERAL EXPLORING **PROGRAM DEVELOPMENT** **RESOURCES**

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

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

EXPLORER ACTIVITY INTEREST SURVEY Now, find out what the youth participants want to do. Survey the youth participants at a post meeting and tally the results. The post officers should design this survey.

PROGRAM MATCH TALLY SHEET Match the Explorer activity interest survey results with the adult resource survey. Where a suggested Explorer activity matches a resource from the adult survey, you have a possible program. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

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

POST ACTIVITIES DEVELOPMENT MEETING This should be the first meeting after the firstnighter. Engage the youth in active discussion by presenting the result of the match sheet. If necessary, use these other ideas to generate more program options:

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

FILL IN THE GAPS The post officers may feel that an activity should be included to better balance the post program. These can now be added.

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

EXPLORER ACTIVITY CHAIRS AND ADULT CONSULTANTS An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the post officers' seminar to complete this process. Give youth leadership the responsibility for the operation of the post.

ACTIVITY PLANNER This is a helpful tool for the youth chair and adult consultant to use. It will keep them on track to operate a successful event.

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!!!

LAW AND GOVERNMENT EXPLORING PROGRAM **SUPPORT**

Resources outlined below are available as noted on either the public Web site at www.learningforlife.org/exploring/lawandgovt/index.html or from the local Learning for Life office. For local office information, go to www.learningforlife.org, then scroll down and enter your five-digit zip code and click on SEARCH.

ADULT AND YOUTH LEADER TRAINING (see local Learning for Life office)

The local Learning for Life office provides basic and advanced adult leader training sessions along with post leader workshops, quarterly Advisors meetings, and organized activities for all posts.

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

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

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

LAW AND GOVERNMENT EXPLORING WEB PAGE (see public Web site)

Visit the Law and Government Exploring Web site at www.learningforlife.org/exploring/lawandgovt/index.html for the following:

- Career Achievement Award for Law and Government Explorers
- Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities
- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training [PowerPoint]

CAREER ACHIEVEMENT AWARD

The Learning for Life Career Achievement Award program allows young people to be recognized for community service and to acquire and be recognized for career proficiency achievement in arts and humanities, aviation, business, communications, engineering, fire and emergency service, health, law and government, law enforcement, science, skilled trades, social services, or all 12 career clusters. It gives Explorers and student participants distinguished credentials for their resume.

CHARACTER EDUCATION ACTIVITIES (see local Learning for Life office)

The local Learning for Life office provides a packet of 25 character dilemmas for posts to use in developing Explorers' critical thinking. Begin with the prepared character education activities

and work toward your post developing its own situations. (For Character Education Activities, request a copy from your local Learning for Life office.)

CHARACTER EDUCATION IN EXPLORING (see local Learning for Life office)

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

CONGRESSIONAL AWARD (see public Web site)

An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal and certificate. (Go to www.learningforlife.org, click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

EXPLORING ADULT LEADER GUIDE (see public Web site)

EXPLORING YOUTH LEADER GUIDE (see public Web site)

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

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

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

HELPFUL EXPLORING TOOLS (see public Web site)

The Resources for Exploring Leaders can be found along with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide* on our Internet site. (Go to www.learningforlife.org/exploring/lawandgovt/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 LFL office)

The Learning for Life Leadership Development Series can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

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

LEARNING FOR LIFE WEB PAGE (see public Web site)

Visit the Learning for Life Web site at www.learningforlife.org. Connect with today's Explorers in such careers as Arts and Humanities, Aviation, Business, Communications, Engineering, Fire/Emergency Services, Health, Law Enforcement, Law and Government, Science, Skill Trades, and Social Services.

LIABILITY INSURANCE FOR PARTICIPATING ORGANIZATIONS (see local Learning for Life office)

The general liability policy issued to Learning for Life provides primary liability insurance coverage for all participating organizations with a Learning for Life group or Explorer post. Automobile liability coverage is provided on a secondary or excess basis. All vehicles used in Learning for Life activities must be covered by automobile liability insurance with limits that meet or exceed the requirements of the state in which the vehicle is licensed. A \$100,000

combined single limit is recommended. Any vehicle designed to carry 10 or more passengers is required to have limits of \$100,000/\$500,000/\$100,000 or \$500,000 combined single limit.

Although our general liability coverage has been extended on a primary basis to the participating organizations, the coverage for our volunteers remains on an excess basis. Any insurance coverage that a volunteer has, such as a homeowner policy or coverage on his or her personal automobile, will still protect the volunteer on a primary basis, and Learning for Life's coverage will be over and above the limits that the individual volunteer has purchased. If the volunteer has no personal insurance, then our coverage will extend to cover him or her immediately. There is no coverage for those who commit intentional or criminal acts. Liability insurance is purchased to provide financial protection in the event of accidents or injury that is neither expected nor intended.

NATIONAL EXPLORING EXCELLENCE AWARD (see local Learning for Life office)

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

PROCEDURE FOR ACTIVITIES OR EVENTS INVOLVING OTHER POSTS

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

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

GUIDELINES:

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

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

PROMOTIONAL ITEMS (see local Learning for Life office)

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

RECOGNITION ITEMS (see public Web site)

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

Advisor Exploring Emblem Patch, No. 04031A
Associate Advisor Exploring Emblem Patch, No. 04033A
Base Wood for Explorer Ornament "E," No. 17583A
Career Achievement Award Certificate, No. 32194
Exploring Appreciation Certificate, No. 33144A
Exploring "E" Emblem Patch, No. 04002A
Lapel Pin, Explorer "E," No. 04001A
Leadership Award Certificate, Youth and Adult, No. 32195
Leadership Award Medallion, Youth and Adult, No. 04173
Learning for Life Tie, No. 50022
Mug, Exploring "E," No. 04003A
Ornament, Explorer "E," No. 04105A
Panel Drape, Exploring, No. 11134A
Paperweight, Explorer, No. 04160A
Paperweight, Thank You Exploring, No. 17695A
Plaque, Exploring Logo on Walnut With Engraving Plate, No. 17685
Post Committee Emblem Patch, No. 04045A
President Explorer Emblem Patch, No. 04035A
Secretary Explorer Emblem Patch, No. 04039A
Treasurer Explorer Emblem Patch, No. 04041A
Vice President Explorer Emblem Patch, No. 04037A

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

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

YOUNG AMERICAN AWARD (see public Web site)

First presented in 1968, the council-level award is given to young adults between the ages of 19 and 25 to highlight publicly the importance of their excellent achievements and service to their community, state, and nation. The council-level Young American Award consists of a plaque to be awarded at an appropriate council ceremony. Each council selects and submits their top nominee for consideration for the five national Young American Awards given annually in May, which include the unrestricted \$5,000 cash award and ribbon medallion (go to www.learningforlife.org, click on the Exploring icon, then scroll down and click on Awards and Scholarships, and then click on Young American Award).

YOUTH PROTECTION TRAINING (go to

www.learningforlife.org/exploring/lawandgovt/index.html, then click on Youth Protection Training [PowerPoint] under New Resources)

As an adult Explorer post leader, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life that are designed to prevent

it. Because of the coeducational nature of Exploring, youth protection takes on added dimensions.

It is important to realize that although child abuse is sometimes thought to be a problem only for young children, it's not unusual for adolescents to be victims of abuse, whether emotional, physical, or sexual. Therefore, Exploring leaders are obliged to be familiar with the Youth Protection emphasis of Learning for Life.

The Youth Protection Guidelines are available on the Web for viewing. It lists several considerations that the Explorer leader must remember. At least one adult is required to complete the Youth Protection presentation on the Web for any overnight outing. Safety First Guidelines has the requirements for outings and activities. It is also available on the Web at www.learningforlife.org. Outings permits can be obtained from the local Learning for Life office.

Post Advisor Guidelines for Creating External Barriers:

- There must be two-deep adult leadership on all trips and on all activities.
- There must be no one-on-one contact with Explorers. Other Explorers or Advisors must be present.
- Respect the privacy of your Explorers.
- Provide separate accommodations for Advisors and Explorers and for males and females on overnight trips.
- Ensure proper preparation for activities, especially those with safety risks.
- Secret organizations are not permitted.
- Hazing is not permitted.
- Appropriate standards for attire should be upheld.
- Proper training, supervision, and monitoring of officers is necessary.

LAW AND GOVERNMENT CAREERS

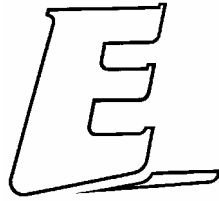
Exploring



Appendix:

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





Additional Instructions for Steps 2 and 4 of the Five-Step Plan for Law and Government Exploring Program Development

Step 2: Career Opportunities Program Development Meeting (Use Law and Government Career Opportunities Worksheet)

1. Review **the Law and Government Career Opportunities Worksheet** and select those career activities that your organization has the resources to support by checking the "Yes/No" column, and please add any career activities unique to your organization.
2. Name a person from your organization for each "Yes" activity who could serve as a consultant to help plan and lead the career opportunities activity.
These will become the career focus of your Explorer post for the upcoming program year. (See sample of the completed Law and Government 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 **Law and Government 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

Law and Government Career Achievement Award

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

Purpose

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

Recognition

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

Law and Government 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.

Law and Government Achievements

Do nine of the following:

1. Learn the definition of "law." Tell some of its sources. What are the sources of United States law and your state's law? Describe functions of the court system.
2. Make a presentation to your post or another group covering the Code of Hammurabi, the Justinian Code, and the Magna Carta.
3. Make a presentation to your post or another group covering the development of the jury system.
4. Make a presentation to your post or another group covering two famous trials in history.
5. Visit an attorney or judge. Find out about civil law and criminal law and the main differences between them. Ask for examples of each. Ask the attorney or judge about his or her career, work schedule, and educational background.
6. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Go to a law enforcement officer in your neighborhood and ask him or her about his or her responsibilities and duties. Discuss your findings with your post, class, or another group.
7. Learn how to make or write a legal contract. Learn about laws that have been passed to protect consumers and sellers. Find out the name of at least three organizations that help protect consumers.
8. Visit a civil or criminal court. Write 250 words or more on what you saw.
9. Plan and conduct a mock trial with your post, a community group, a school class, or another youth group. After the trial is over, discuss it with the group.
10. Arrange a visit with a lawyer who works for a business, bank, title company, or government. Find out his or her duties and responsibilities. Report what you learn to your post, a school class, or another community youth group.
11. Find out the requirements for becoming a lawyer in your state.
12. Describe how judges are selected in your state.
13. Make a tabletop display highlighting at least 15 jobs that deal with some aspect of law or legal processes. Note which you prefer and why. Display at a post meeting or in another public place.
14. Visit your city, county, or other municipality manager to find out the service he or she oversees. Ask about relationships with the elected leadership. Ask about budgets and expenditures. Ask about the educational background of the manager.

Resources

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

Qualifying Achievements

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

Law and Government Achievements Worksheet

Name: _____

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

Do nine of the following:

1. Learn the definition of "law." Tell some of its sources. What are the sources of United States law and your state's law? Describe functions of the court system.

Completed _____

2. Make a presentation to your post or another group covering the Code of Hammurabi, the Justinian Code, and the Magna Carta.

Completed _____

3. Make a presentation to your post or another group covering the development of the jury system.

Completed _____

4. Make a presentation to your post or another group covering two famous trials in history.

Completed _____

5. Visit an attorney or judge. Find out about civil law and criminal law and the main differences between them. Ask for examples of each. Ask the attorney or judge about his or her career, work schedule, and educational background.

Completed _____

6. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Go to a law enforcement officer in your neighborhood and ask him or her about his or her responsibilities and duties. Discuss your findings with your post, class, or another group.

Completed _____

7. Learn how to make or write a legal contract. Learn about laws that have been passed to protect consumers and sellers. Find out the name of at least three organizations that help protect consumers.

Completed _____

8. Visit a civil or criminal court. Write 250 words or more on what you saw.

Completed _____

9. Plan and conduct a mock trial with your post, a community group, a school class, or another youth group. After the trial is over, discuss it with the group.

Completed _____

10. Arrange a visit with a lawyer who works for a business, bank, title company, or government. Find out his or her duties and responsibilities. Report what you learn to your post, a school class, or another community youth group.

Completed _____

11. Find out the requirements for becoming a lawyer in your state.

Completed _____

12. Describe how judges are selected in your state.

Completed _____

13. Make a tabletop display highlighting at least 15 jobs that deal with some aspect of law or legal processes. Note which you prefer and why. Display at a post meeting or in another public place.

Completed _____

14. Visit your city, county, or other municipality manager to find out the service he or she oversees. Ask about relationships with the elected leadership. Ask about budgets and expenditures. Ask about the educational background of the manager.

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).

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.

LAW CAREERS

Career Opportunity Worksheet

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

	<u>Career Opportunities Activity Topics</u>	Organization Has Resources	<u>Organization Consultant</u>
		YES/NO	Who will teach this skill?
1	Lawyers—Advocates in our society		
2	Lawyers—Advisors in our society		
3	Lawyers—Trial lawyers		
4	Trial Lawyers—Research, interviewing, preparation for trial		
5	Lawyers—Bankruptcy, probate, international		
6	Lawyers—Environmental law		
7	Lawyers—Intellectual property		
8	Lawyers—Insurance transactions		
9	Lawyers—Criminal		
10	Lawyers—Civil		
11	Lawyers—Public interest cases		
12	Lawyers—Single-client "house counsel"		
13	Lawyers—Government lawyers		
14	Lawyers—Nonprofit organizations		
15	Criminal Law— Law of arrest Arraignment Bail Grand jury Plea bargaining		

	Probate cause hearing Juvenile court proceeding Magistrates court		
16	Consumer Law— Deceptive advertising Deceptive labeling and packaging Deceptive sales practices Credit Product safety Nutrition labeling and information		
17	Environmental Law— Pollution Conservation Energy Population planning		
18	Litigation and Courts— Trial procedure: criminal, civil Appellate procedure Regulating agencies Arbitration Administrative hearings Bankruptcy		
19	Correction and Rehabilitation Law— Sentencing Rehabilitation methods Prison life Parole Supervision of parolee Juvenile corrections		
20	Family Law— Marriage Annulment, separation, divorce Adoption Emancipation of minors Day-care centers Welfare Senior citizens Wills and trusts		
21	Housing and Real Estate Law— Buying or renting a home Rights and duties of homeowners Rights and duties of tenants Rights and duties of landlords Housing violations Public housing Zoning Urban planning Drafting and recording a deed Registering land		

22	<p>Labor Law— Union recognition Collective bargaining Grievance procedure Strikes Rights of labor and management OSHA</p>		
23	<p>Individual Rights Law— Right to privacy: wiretapping, bugging, data banks Guarantees against search and seizure Women's rights—ERA Unpopular and powerless minorities Children's and students' rights Civil rights—discrimination</p>		
24	<p>Legislative and Lawmaking Process— Proposal of bill, lobbies Role of committees Drafting Floor debate Voting Role of legislative assistant Interpretation by the courts Referendum</p>		
25	<p>Citizens' Privileges, Duties, and Responsibilities— Education, selection of curriculum and staff, funding Jury service Selective Service Voting Elective office Law enforcement</p>		
26	<p>Legal Education— Legal education of laymen, lawyers, judges, paralegals, correctional officials</p>		
27	<p>Paralegal and Legal Assistants— Certificate programs</p>		

GOVERNMENT CAREERS

Career Opportunities Worksheet

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

	<u>Career Opportunities Activity Topics</u>	Organization Has Resource	<u>Organization Consultant</u>
		YES/NO	Who will lead this skill?
1	Management—General & operations managers		
2	Management—City council		
3	Management—Accountants and auditors		
4	Management—Tax examiners		
5	Professional—Computer specialists		
6	Professional—Drafters, engineering, mapping		
7	Professional—Probation officers & correctional specialists		
8	Professional—Social and human service assistants		
9	Professional—Child, family, & school social workers		
10	Professional—Judges and judicial workers		
11	Professional—Lawyers		
12	Professional—Library, museum, education occupations		
13	Professional—Registered nurses		
14	Service—Nursing aides and attendants		
15	Service—Recreation workers		
16	Service—Detective and criminal investigators		
17	Office & Administrative— First-line supervisors of administrative workers		
18	Office & Administrative— Bookkeeping, accounting, & auditing clerks		
19	Office & Administrative— Court, municipal, & license clerks		
20	Office & Administrative— Eligibility interviewers		
21	Office & Administrative— Word processors and typists		
22	Office & Administrative— Office clerks, general		
23	Office & Administrative—		

	Secretaries, except legal and executive		
24	Construction and Extraction— Highway maintenance workers		
25	Installation, Maintenance, & Repair— Maintenance and repair workers, general		
26	Production Occupations— Water system and waste treatment plant operators		
27	Transportation— Bus drivers, transit and intercity		

Exploring

Youth Activity Interest Survey

Look at the list and place a check mark on the line in front of three (3) items you would like the post to plan as part of its program for this year. Use the lines on the last three items to write in suggestions that are not on this list.

Name: _____

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

Return to:

Exploring

Adult Resource Survey

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

Name: _____ Occupation: _____

Phone Number: (Work) _____ (Home) _____

	<u>Have Skill</u>	<u>Have Resources</u>
Bowling		
Camping		
Career Clinic		
College Planning		
Community Cleanup		
Computers		
Conservation Project		
Cycling		
Dance		
Field Sports		
First Aid		
Fishing		
Horseback Riding		
Ice Skating		

	<u>Have Skill</u>	<u>Have Resources</u>
Movies/Video		
Music		
Photography		
River/White-water Rafting		
Rock Climbing		
Roller-skating		
Sailing/Canoeing		
Snorkeling/Scuba Diving		
Snow Skiing		
Swimming		
Tour of City (Area)		
Visit to TV or Radio Station		
Waterskiing		

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

Other Sports/Recreation Activities: _____

Other Hobbies: _____

Other Ideas: _____

Exploring

Activity Planner

Youth Activity Chairperson _____ Adult Consultant _____

Youth Phone # _____ Adult Phone # _____

Other Information _____

Name of the Activity: _____

Date: _____ **Location:** _____

Resources Needed: _____

Alternatives

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

Personnel: *Delegate responsibilities!*

Job to Be Done	Assigned to

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

Carry Out the Plan/Conduct the Activity

Just before the activity, double-check all arrangements.

Notes: _____

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

After-Action Evaluation

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

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

Number participating: _____ Explorers _____ friends _____ adults

Sample of a Completed Law Careers Exploring Program Calendar

Month	1st Mtg. Date	1st Meeting Career Opportunities Topic	1st Meeting Adult Consultant/ Youth Chair	2nd Mtg. Date	2nd Meeting Career Opportunities Topic	2nd Meeting Adult Consultant/ Youth Chair	Monthly Post Activity Planning Meeting Date	Monthly Post Weekend Activity	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs
SEPT	1st Wed.	Fall open house	Hal Mark	2nd Wed.	Elect officers and plan post activity program	Bill Martha	3rd Wed.	Visit with a judge	Martha Bill	Exploring weekend at camp
OCT	1st Wed.	Criminal Law—Law of arrest, arrngmnt	James Sean	2nd Wed.	Criminal Law—Grand jury	Cliff Cheryl	3rd Wed.	Conduct law seminar	Cheryl John	
NOV	1st Wed.	Consumer Law—Deceptive advertising	Frank Tom	2nd Wed.	Consumer Law—Product safety	Peggy Jimmy	3rd Wed.	Review two famous trials	Jimmy Peggy	Attend quarterly conference
DEC	1st Wed.	Environmental Law—Pollution	Cosby Judy	2nd Wed.	Environmental Law—Pop. planning	Marty Mariann	3rd Wed.	Assist special-needs students	Mariann Marty	
JAN	1st Wed.	Litigation—Criminal trial procedure	Laun Mike	2nd Wed.	Litigation—Appellate procedure	Jim Natalie	3rd Wed.	Visit state capitol	Natalie Jim	LFL Leadership Development Series
FEB	1st Wed.	Correction Law—Sentencing	Matthew Danny	2nd Wed.	Correction Law—Juvenile corrections	John Cindy	3rd Wed.	Conduct a mock trial. Prepare for national mock trial.	Cindy John	
MAR	1st Wed.	Family Law—Marriage	Tom Katy	2nd Wed.	Family Law—Adoption	Carey Ann	3rd Wed.	Constitutional scavenger hunt	Ann Carey	Community service project
APR	1st Wed.	Real Estate Law—Rights of homeowners	Cliff Maya	2nd Wed.	Real Estate Law—Zoning, urban planning	Debbie Murray	3rd Wed.	Spring cleaning for parks & recreation dept.	Murray Debbie	
MAY	1st Wed.	Labor Law—Collective bargaining	Ashley Amy	2nd Wed.	Labor Law—Rights of labor & management	Rayna David	3rd Wed.	Take current public opinion poll	David Rayna	Annual Exploring banquet
JUNE JULY	1st Wed.	Individual Rights Law—Rights to privacy	Matthew Monica	2nd Wed.	Individual Rights Law—Children's & students' rights	Faye Hazel	3rd Wed.	Visit correctional facility. Attend national Law Exploring mock trial	Hazel Faye	Our Town at Night Activity
AUG	1st Wed.	Legislative Process—Lobbies	Paul Denise	2nd Wed.	Legislative Process—Role of committees	David Stephanie	3rd Wed.	Visit law school	Stephanie David	

Sample Government Careers Exploring Program Calendar

Month	1st Mtg. Date	1st Meeting Career Opportunities Topic	1st Meeting Adult Consultant/ Youth Chair	2nd Mtg. Date	2nd Meeting Career Opportunities Topic	2nd Meeting Adult Consultant/ Youth Chair	Monthly Post Activity Planning Meeting Date	Monthly Post Weekend Activity:	Monthly Post Activity Consultant/ Youth Chair	Council Activity Programs:
SEPT	1st Wed.	Fall open house	Hal Mark	2nd Wed.	Elect officers and plan post activity program	Bill Martha	3rd Wed.	Visit chief elected officials	Martha Bill	Exploring weekend at camp
OCT	1st Wed.	Management—City manager	James Sean	2nd Wed.	Management—Mayor	Cliff Cheryl	3rd Wed.	Visit parks & recreation director	Cheryl John	
NOV	1st Wed.	Management—Elected city officials	Frank Tom	2nd Wed.	Management—County commissioners	Peggy Jimmy	3rd Wed.	Conduct reading class for elementary students.	Jimmy Peggy	Attend quarterly conference
DEC	1st Wed.	Management—Individual tax liability	Cosby Judy	2nd Wed.	Professional—Computer specialists	Marty Mariann	3rd Wed.	Assist special-needs students	Mariann Marty	
JAN	1st Wed.	Professional—Urban planning	Laun Mike	2nd Wed.	Professional—Magistrates	Jim Natalie	3rd Wed.	Tour municipal water facility	Natalie Jim	LFL Leadership Development Series
FEB	1st Wed.	Professional—Social workers	Matthew Danny	2nd Wed.	Office—Eligibility interviewers	John Cindy	3rd Wed.	Conduct drug abuse prevention awareness program.	Cindy John	
MAR	1st Wed.	Office—Accounting clerks	Tom Katy	2nd Wed.	Office—Municipal & license clerks	Carey Ann	3rd Wed.	Conduct community hazardous waste disposal project	Ann Carey	Community service project
APR	1st Wed.	Service—Recreation workers	Cliff Maya	2nd Wed.	Service—Detective investigators	Debbie Murray	3rd Wed.	Spring cleaning—Washing with parks & recreation dept.	Murray Debbie	
MAY	1st Wed.	Office—Secretaries	Ashley Amy	2nd Wed.	Construction—Highway maintenance	Rayna David	3rd Wed.	Conduct car wash for municipal employees. Visit state capitol	David Rayna	Annual Exploring banquet
JUNE JULY	1st Wed.	Production—Water system	Matthew Monica	2nd Wed.	Production—Waste treatment	Faye Hazel	3rd Wed.	Visit fire department. Conduct current opinion survey for city.	Hazel Faye	Our Town at Night Activity
AUG	1st Wed.	Transportation intercity	Paul Denise	2nd Wed.	Transportation—Police & fire	David Stephanie	3rd Wed.	Visit state correctional facility	Stephanie David	

Program Match Sheet:

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

Program Match Sheet

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

Instructions for Using Program Match Sheet:

1. Complete the youth activity interest survey and put results in the correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
2. Review the adult resource survey and put results in correct row on the program match worksheet.
 - Put a check mark or the total number of responses for that item.
3. Add other results, those written in and especially from brainstorming with youth at firstnighter/open house.
4. Look for matches between first two columns, youth activity interest and adult resource survey.
5. Decide on activities that post will organize.
 - Decision could be by vote or consensus of youth leadership.
6. Select suggested dates for each activity.
 - Put on post calendar for distribution to Explorers.
7. Recruit and assign youth activity chair and adults consultant for each activity that will be on calendar.
8. Post vice president for program follows up with youth activity chair and reports at post monthly planning meeting.