



EXPLORE THE ADVENTURE...

Law and Government Exploring Program Guide for Post Advisors

Real-World Career Experiences
Exploring[®]

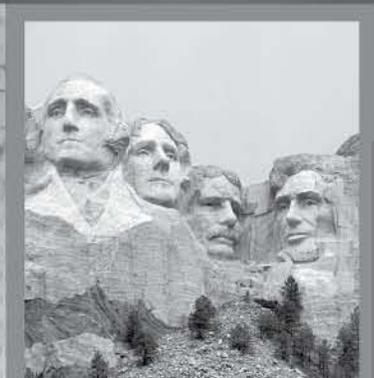
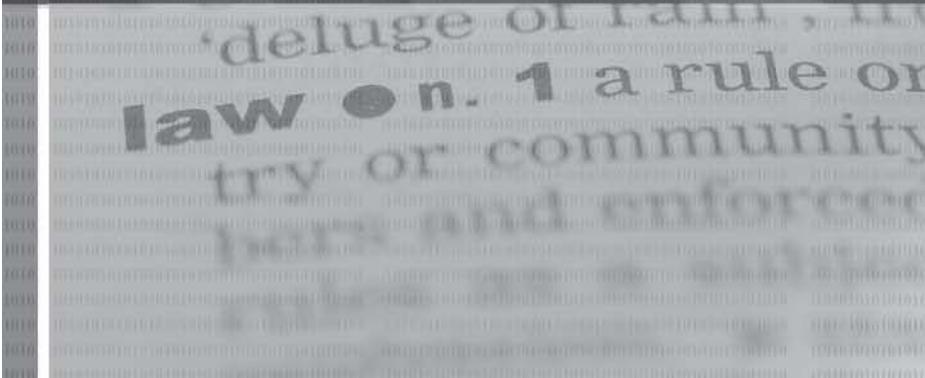


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Adult Leader Guide

Welcome to Exploring

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

Local community organizations such as businesses, professional organizations, and civic groups initiate specific Explorer posts. They do this by matching the interests of young adults with the people and program resources within their own organizations. The result is a program of activities that helps youth pursue their special interests, grow, and develop.

Purpose

Exploring's purpose is to provide experiences to help young people mature and prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.

Program Goals

Exploring has four specific goals for Explorers:

1. Gain practical experience in the career interest of the post.
2. Engage in program activities centered on the five emphasis areas (career opportunities, life skills, citizenship, character education, and leadership experience) to encourage the development of the whole person.
3. Experience positive leadership from adult and youth leaders and have the opportunity to take on leadership roles.
4. Have a chance to learn and grow in a supportive, caring, and fun environment.

This guide will help you understand how to develop the kinds of experiences in your Explorer post so that these four goals can be achieved.

Program Methods

1. To achieve the mission of Learning for Life, the following six Exploring program methods have been carefully designed to meet the developmental needs of young adults.
2. Voluntary association. In a voluntary association between youth and adults, youth are receptive to new ideas and experiences, a connection to new ways of thinking and acting, and a new identity.
3. Ethical decision making. By taking responsibility for their programs, activities, and experiences, Explorers learn how to make decisions and ethical choices.
4. Group activity. Exploring activities are interdependent group experiences in which success is dependent on the cooperation of all.
5. Recognition of achievement. Recognition comes through formal awards and acknowledgement of a youth's competence and ability by peers and adults.
6. Democratic process. The election of post officers is important to the success of the post.
7. Experiential learning. Exploring is about curiosity, exploration, and adventure. Learning by doing provides opportunities for developing new skills and participating meaningfully in action-oriented activities.

Role of Adult Leadership

One of your key responsibilities as an adult leader is to work in partnership with the youth leaders of your post. To do this, it is important that you understand the role and responsibilities of each adult position and how each role relates to the youth.

The different adult roles include:

- Participating organization
- Post committee
- Advisor
- Associate Advisor (administration)
- Associate Advisor (program)
- Other associate Advisors
- Consultants

Post Position Descriptions

Participating Organization

- Initiates and commits to an Explorer post
- Recruits adult leaders
- Provides program resources
- Secures meeting facilities

The participating organization is a business, industry, school, labor group, professional society, government agency, civic club, or other community organization that operates an Explorer post. The program, leadership, and participation of the post are determined by the participating organization. Using the Exploring five-step plan, the participating organization agrees that it will recruit competent adult leaders, help those leaders secure program resources, and provide meeting facilities.

Post Committee

- Provides adequate adult leadership
- Completes and maintains the post's adult resource survey
- Secures equipment, facilities, and program resources
- Reviews, supports, and approves the post's program plans

The head of the participating organization recruits a post committee composed of four or more adults who serve during the post's participation year. Members meet frequently to ensure that the post has a quality program, under capable leadership, that achieves the purposes of the participating organization and Learning for Life.

The following adult positions (21 years of age or older) are mandatory for an Explorer post to be accepted:

- Post committee chair (one)
- Post committee member (minimum two)
- Explorer Advisor (one)

The following position is optional but strongly encouraged:

- Associate Advisor

One person is appointed by the head of the organization or is selected by the committee to serve as its chair. The committee chair schedules and conducts all committee meetings and serves as a liaison between the Advisor and post's participating organization. The chair assigns projects to committee members and guides their efforts.

The post committee ensures that the post has an Advisor and at least one associate Advisor at all times. If a vacancy occurs, a post committee participant becomes the temporary Advisor. The committee takes immediate steps to recruit the right person to fill the vacancy. It guides and supports the post's efforts to earn money for trips, projects, or equipment and helps the post plan, budget, and properly account for all post funds. Some post committees assign a specific job to each committee

member on an annual basis. Other post committees operate on a task-force basis, with committee members agreeing to specific tasks on a month-to month basis.

Advisor

- Fosters an environment within the Explorer post that has a true sense of community and encourages everyone's growth and responsibility to one another.
- Develops post officers to lead, plan, make decisions, and carry out a program of activities over an extended period.
- Encourages participation and support for the Explorer post from the participating organization, associate Advisors, post committee, parents, and other adults in the community.
- Upholds the standards and policies of the participating organization and Learning for Life.
- Provides the necessary framework for protecting post participants from abuse.
- Ensures that activities are conducted within safety guidelines and requirements.
- Seeks to cultivate within the participants of a post a capacity to enjoy life and to have fun through the Exploring experience.

The Advisor is the key adult leader and is responsible for training post officers, helping them plan a program of activities, coaching them in their leadership responsibilities, and obtaining adult help and resources as needed through the post committee. The Advisor is supported by two or more associate Advisors who serve as backup leaders and provide assistance for the program and administration of the post.

The ultimate responsibility for the post rests with the Advisor. This person is recruited by the head of the participating organization and is enrolled with Learning for Life as the primary adult leader. All information about Exploring from Learning for Life goes to the Advisor. The Advisor participates in all post meetings and activities, post officers' meetings, and post committee meetings, and conduct the annual post officers' seminar.

As the primary adult leader, the Advisor sets the tone for the post, models the desired form of leadership, and helps officers and participants become leaders of the post. The Advisor coaches and guides, demonstrating through actions what the youth officers need to learn and demonstrate with one another and with post participants.

Associate Advisor (Administration)

- Provides backup leadership for the Advisor and assumes adult leadership of the post in the Advisor's absence
- Supports the youth administrative vice president and assists this person specifically with post recruitment and recognition efforts
- Knows the Advisor's responsibilities and supports those responsibilities in whatever way possible

The primary role of the associate Advisor for administration is to work in partnership with the youth administrative vice president. Together they coordinate the recruitment of new youth participants, sustain the interest of current youth participants, and provide recognition for the individual achievements of post youth participants.

Associate Advisor (Program)

- Supports the youth program vice president to help determine the interests of all youth participants, plan the year's program, and ensure that the post program calendar is maintained.
- Supports and coaches the activity chairs to help them plan and carry out their particular activities.
- Helps the program vice president and other officers evaluate completed activities and fine-tune the year's program of activities based on insights gained from the evaluations.

The primary role of the associate Advisor for program is to work closely with the youth program vice president. They discover and survey the interests of the youth participants on an ongoing basis, plan and schedule activities for the post, and evaluate completed activities.

In addition, the associate Advisor for program should work closely with the activity chair of each activity to ensure that he or she experiences success in leading that activity.

Other Associate Advisors

Some posts, particularly those with large youth participation or a unique program, may have a number of adults serving as associate Advisors. Their responsibilities may include providing equipment and transportation, making parental contact, planning special activities and service projects, or helping with the superactivity. A post may recruit as many associate Advisors as it needs to carry out program plans.

Consultants

- Provide expertise to the post's program.
- Assist the post's activity committees in planning activities.

A consultant is a person whose special skills or talents are needed for a post activity or project. Usually, consultants are adults who are recruited on a one-time basis to provide expert help for a post activity or project.

Consultants may be employees of the participating organization, parents, or other adults in the community who are identified through the adult resource survey or recruited by the post committee.

For example, if the post's Explorer activity interest survey indicates that a number of youth would like to learn to snow ski, the post committee reviews the adult resource survey or contacts others with snow-skiing expertise. It recruits someone to serve as a consultant for the snow-skiing activity.

This consultant works with the post activity chair to plan the details of the activity. Consultants are recruited for their expert skills and might not know much about the post. The activity chair is

responsible for explaining the interests and abilities of the youth participants and for planning an activity participants will like.

Many adults can serve as consultants to a post. Some are unable to serve as post leaders, but most are willing and flattered to serve as an expert consultant for an Explorer activity.

Key Factors for Success

- A. **Use post resources.** Conduct the adult resource survey. This is an inventory of information about adults related to the participating organization and parents who are willing to provide program help to the post. This program help may involve their career knowledge, special skills, contacts, facilities, or ideas.
- B. **Get parents involved.** Encourage parents to become involved in Exploring activities whenever possible. You may suggest that they serve on the post committee or provide transportation, equipment, chaperoning, counseling, or planning to support activities.
- C. **Seek youth input.** Have each post participant complete the Explorer activity interest survey. Conduct the survey on a regular basis to check the interests of new participants.
- D. **Guide youth leadership.** Youth officers are elected and trained to lead, plan, and make decisions regarding the implementation of post programs and activities. They should serve long enough to have successful experiences.
- E. **Hold regular post meetings.** A minimum of two Explorer post meetings should be held each month. Discuss important business first. Reserve the remaining time for a planned hands-on activity. The post president conducts post meetings. A detailed written agenda should be developed for each meeting. The program vice president and activity chair make reminder phone calls to program presenters or consultants. The president should ensure that all post meetings start on time. Guests should be introduced and made to feel welcome.
- F. **Train and develop youth officers.** The post officers' seminar is training and planning session for newly elected officers. It is led by the Advisor, youth president, and associate Advisors. A successful seminar provides a clear road map for the coming months and enables the officers to begin assuming leadership in their post.
- G. **Give recognition for achievement.** Young adults expect to be rewarded for their accomplishments. There are several recognition programs and scholarship opportunities available for Explorers.
- H. **Maintain a well-rounded program.** Use the five program of emphasis areas as a guide to plan programs that will help maintain interest and meet the goals and objectives of the Exploring program. A variety of program helps are available to assist you in developing and carrying out an effective program.

Learning Through Experience

Exploring is experiential learning with lots of fun-filled, hands-on activities. It promotes the conditions necessary for the growth and development of adolescents. Young people need experiences that allow them to:

1. Interact with peers and acquire a sense of belonging.
2. Gain decision-making experiences.
3. Discuss conflicting values and formulate their own value systems.
4. Reflect on self in relation to others and discover more about themselves by interaction.
5. Experiment with their identities.
6. Participate as a responsible member of a group.
7. Cultivate a capacity to enjoy life.

Exploring can provide these experiences in wholesome, well-planned programs run by youth participants.

Problem-Solving Model

The way young people learn to reason, solve problems, and make choices will stay with them for the rest of their lives. Explorer Advisors can do a great deal to help youth in posts learn a simple decision-making process that can help them make choices and resolve problems.

Explorers can use this practical three-step process to solve problems:

1. **Empathy.** Put yourself in the other person's place.
2. **Invention.** Invent as many solutions to the problem as you can, without trying to decide which is best.
3. **Selection.** List the advantages and disadvantages of each option, and then select the one that comes closest to meeting the needs of everyone involved.

Quality Control

How do you know when your post is successful? Exploring has a built-in quality control system. It is the youth participants themselves. If they don't like the program, they simply don't participate in the activities or attend the meetings. Stable and growing participation is a sign of success.

Reflection

Reflection is looking back at experiences once they are over in order to understand what happened and using this understanding in looking forward to the next action and new experiences.

We facilitate reflection by asking questions that cause people to think, questions such as:

1. Listening skills. What listening skills did we use?
2. Participation. Was participation in the activity equally shared among post participants?
3. Building commitment. How did the post get everyone's commitment to the solution?
4. Trust. In what ways did group participants demonstrate trust or distrust of each other?
5. Use of influence and power. Did post participants use their influence in ways that contributed to group success? Why or why not? What kinds of influence were used in this activity?
6. Conflict. In what ways were the disagreements and conflicts helpful or unhelpful?
7. Concern for others. In what ways did we make sure everyone was cared for?
8. Leadership. Who was a leader and why?

9. Evaluating. What evaluation skills did we use?
10. Decision making. How did decisions get made? Was it an effective decision-making process?
11. Planning. Did we plan adequately? Why or why not?

Post Bylaws

The post president may appoint a committee chaired by the administrative vice president to draft the post bylaws. The draft is to be reviewed and approved by the officers, then approved by the post youth participants. Subsequent additions and revisions can be made at a regular officers' meeting and presented for approval at the next post meeting.

The elected post officers are expected to live by and enforce the post bylaws. New youth should be given a copy and asked to sign or otherwise indicate that they understand and agree to them.

The Explorer motto should be the preamble to the post bylaws. (See Guide, Suggested Post Bylaws at www.learning-for-life.org/exploring)

The Explorer Motto

Our best today for a better tomorrow!

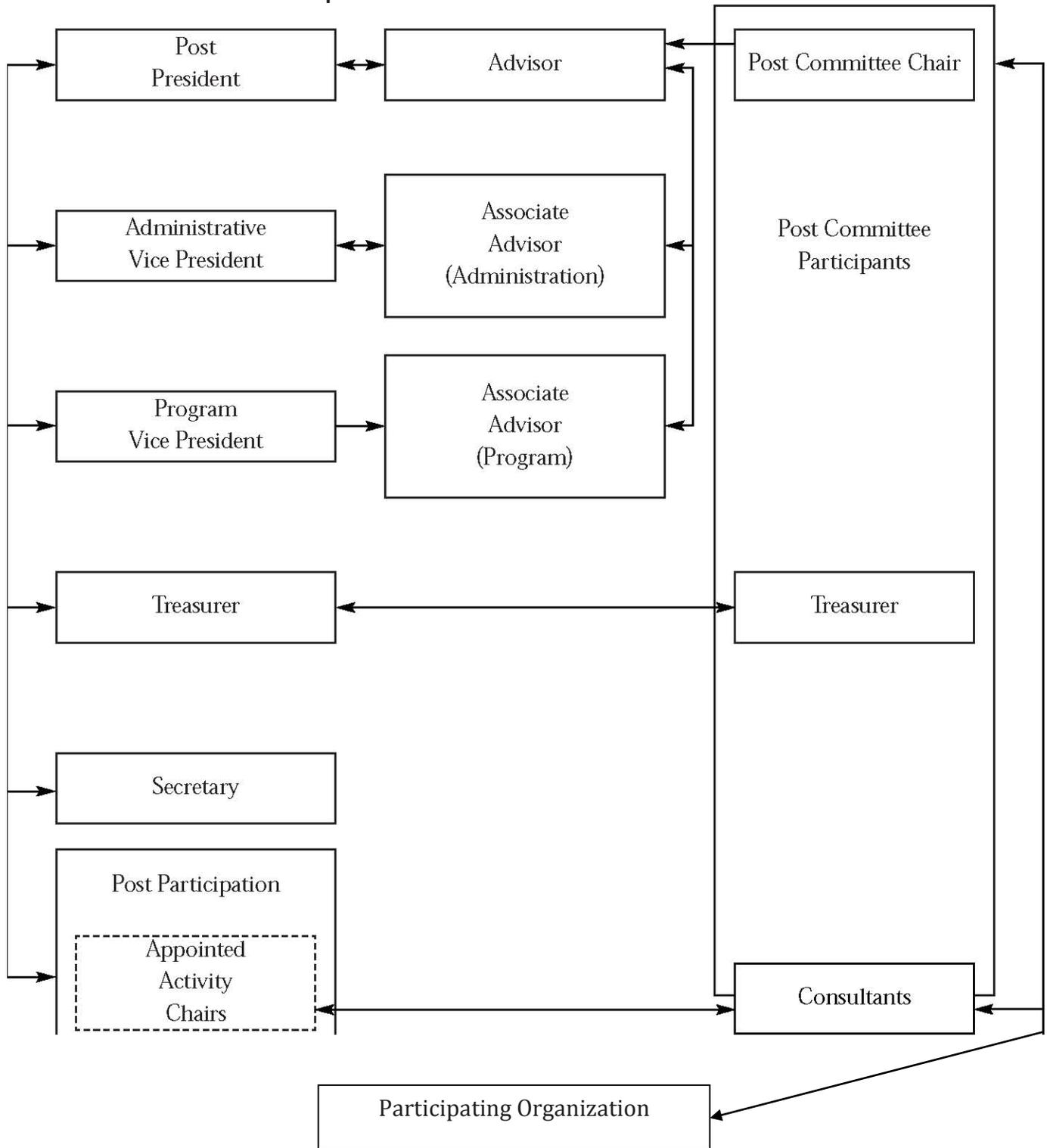
Post bylaws often include:

- Participating organization policies
- Post meeting and operation plan
- Youth leadership standards
- Participation standards
- Behavior standards, expectations/resolution
- Meeting pattern
- Dress code
- Financial or money-earning expectations
- Purpose and mission of post
- Adult leader organization

Helpful Exploring Tools at www.learningforlife.org/exploring

Typical Post Organization Chart

Explorers Adult Advisors Adult Committee



The Five Areas of Program Emphasis: Ideas for a Law and Government Post Program

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



1. CAREER OPPORTUNITIES: Programs that develop potential contacts that may broaden employment options. Activities that boost 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

Exploring Program Support

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

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/business/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/business/index.html, then click on Youth Protection Training 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.

Post Program Resources

For more information, see the *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, both available at www.learningforlife.org. Forms listed can be obtained from your local Learning for Life office.

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

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

MATCH RESULTS OF BOTH SURVEYS Match the Explorer activity interest survey results with the adult resource survey. Where a suggested Explorer activity matches a resource from the adult survey, you have a possible program. Use the program match sheet as a tool to help. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

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

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

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

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

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

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

EXPLORING PROGRAM CALENDAR Use a completed annual calendar for Explorers and adults to know all the events and meetings of your post.

FOLLOW-UP IS VITAL!!! ASSUME NOTHING!!!

Sample Agenda for a Post Meeting

1. Call to order and introduction of guests (2 min.; post president)
2. Announcements (8 min.)
3. Old business (10 min.)
 - A. Secretary reads minutes of previous meeting.
 - B. Treasurer gives status report.
 - C. Other post officers report.
4. New business (15 min.)
 - A. Discuss matters that require post approval.
 - B. Administrative vice president enrolls new youth attending meeting.
 - C. Program vice president promotes upcoming events from post calendar
 1. Post activities reports by youth chair with adult consultant
 2. Council/district activities discussed
 - D. Post Advisor gives update and comments.
5. Conduct post career opportunity (45 min.; Explorer activity chair and adult consultant)
6. Closing (7 min.; post president)
 - A. Announce date, time, place of next meeting.
 - B. Assigned Explorer conducts closing.
 - C. Refreshments served.

Note: An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the adult resource survey to assist with identifying adults. (Exploring Adult Leader Guide and Exploring Youth Leader Guide, available at www.learningforlife.org).

Real-World Career Experiences ***Exploring***[®]

- Career Opportunities Work Sheet
- Sample Exploring Program Calendars
- Career Achievement Award Information and Program Development Forms

LAW CAREERS

Career Opportunities Work Sheet

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

	Career-Related Activity Topics	Organization Has Resources	Organization Consultant
		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	Labor Law—Union recognition, collective bargaining, grievance procedure, strikes, rights of labor and management, OSHA		
23	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		
24	Legislative and Lawmaking Process—Proposal of bill, lobbies; role of committees; drafting; floor debate; voting; role of legislative assistant; interpretation by the courts; referendum		
25	Citizens’ Privileges, Duties, and Responsibilities—Education, selection of curriculum and staff, funding; jury service; Selective Service; voting; elective office; law enforcement		
26	Legal Education—Legal education of laymen, lawyers, judges, paralegals, correctional officials		
27	Paralegal and Legal Assistants—Certificate programs		

GOVERNMENT CAREERS

Career Opportunities Worksheet

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

	Career-Related Activity Topics	Organization Has Resources	Organization Consultant
		YES/NO	Who will teach this skill?
1	Management—General and 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, and 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 and Administrative—First-line supervisors of administrative workers		
18	Office and Administrative —Bookkeeping, accounting, and auditing clerks		
19	Office and Administrative —Court, municipal, and license clerks		
20	Office and Administrative —Eligibility interviewers		
21	Office and Administrative —Word processors and typists		
22	Office and Administrative —Office clerks, general		
23	Office and Administrative —Secretaries, except legal and executive		
24	Construction and Extraction—Highway maintenance workers		
25	Installation, Maintenance, and Repair—Maintenance and repair workers, general		
26	Production Occupations—Water system and waste treatment plant operators		
27	Transportation—Bus drivers, transit and intercity		
28	Management—General and operations managers		

Sample 12-Month Complete Law Careers Exploring Program Calendar

	1st Mtg. Date	1st Meeting Career Related Opportunities Topic	1st Meeting Adult Consultant/ Youth Chair	2nd Mtg. Date	2nd Meeting Career Related Opportunities Topic	2nd Meeting Adult Consultant/ Youth Chair	Monthly Activity Planning Meeting Date	Monthly Post Activity	Post Activity Adult Consultant/ Youth Chair	Council Activity Programs
SEPT	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, arraignment	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 Complete Government Careers Exploring Program Calendar

	1st Mtg. Date	1st Meeting Career Related Opportunities Topic	1st Meeting Adult Consultant/ Youth Chair	2nd Mtg. Date	2nd Meeting Career Related Opportunities Topic	2nd Meeting Adult Consultant/ Youth Chair	Monthly Activity Planning Meeting Date	Monthly Post Weekend Activity	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	

Exploring Program Calendar

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

Program Match Sheet

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

Program Match Sheet

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

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.

Law and Government Careers 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 Careers 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 Careers Achievement Award Work Sheet

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.

Exploring Youth Activity Interest Survey

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

Name: _____

- Bowling
- Camping
- Career clinic
- College planning
- Community cleanup project
- Computers
- Conservation project
- Cycling
- Dance
- First-aid training
- Fishing
- Horseback riding
- Ice skating
- Movies
- Music
- Photography
- River/whitewater rafting
- Rock climbing/rappelling
- Roller skating
- Sailing/canoeing
- Snorkeling/scuba diving
- Snow skiing
- Swimming
- Tour of city (area)
- Visit to TV or radio station
- Waterskiing

Sports Activities

Hobbies/Interests

Other Ideas

Exploring Adult Resource Survey

Each year, our Explorers—young men and women age 14 to 20—work with adult leadership 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) _____

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

	Have Skill	Have Resources
Movies/Video		
Music		
Photography		
River/Whitewater 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 the 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