



EXPLORE THE ADVENTURE...

# Law Enforcement Exploring Program Guide for Post Advisors

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



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# Adult Leader Guide

## Welcome to Exploring

You have been selected to be an Advisor or a committee participant for an Explorer post. Your role is significant. You have the opportunity to make a difference in the lives of young people, not just today but in the future as well.

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](http://www.learning-for-life.org/exploring))

### **The Explorer Motto**

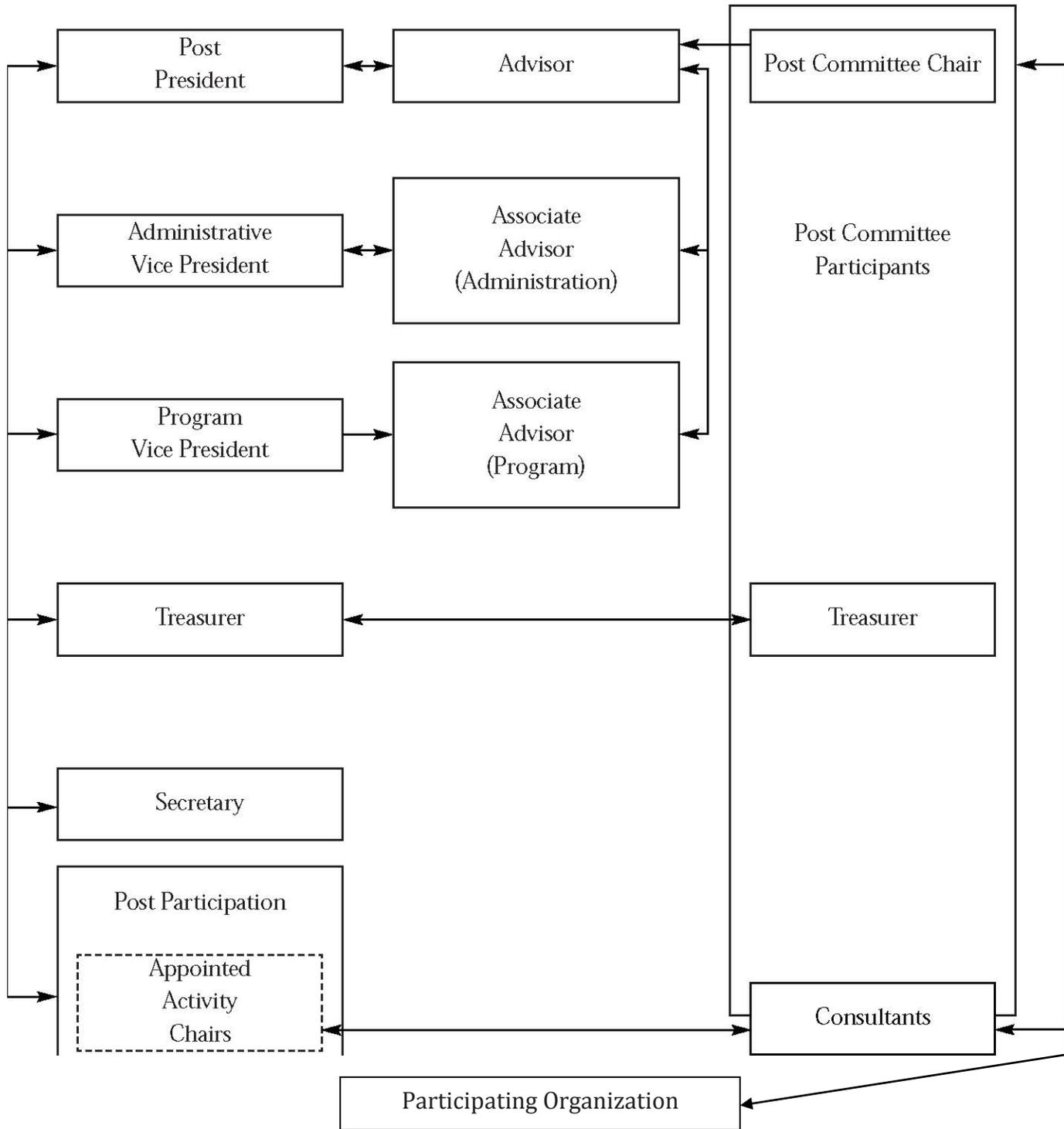
*Our best today for a better tomorrow!*

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

### Typical Post Organization Chart

Explorers Adult Advisors Adult Committee



## The Five Areas of Program Emphasis: Ideas for a Law Enforcement Post Program

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



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

**Suggested Activities:** Conduct training programs to familiarize members with all aspects of law enforcement, including introduction and history, patrol procedures, traffic control and radar operations, accident investigation, criminal investigation, crime scene investigation, court system and procedures, vice and narcotics, communications, crime labs, search and arrest procedures, and financial safety training. Use the Law Enforcement Exploring Career Opportunities Worksheet to plan out these types of programs. Review the Career Achievement Award for Law Enforcement Exploring and the Law Enforcement Proficiency Award program.



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

**Suggested Activities:** Learn the history and role of law enforcement in modern society. Gain an understanding of the criminal justice system, including the courts, prosecutors, correction, and enforcement. Learn how laws are made and understand police/community relations and conflict-resolution activities. Develop an academy for your post and include others in leadership skills. Organize and conduct Youth Protection programs with your post. 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. Life Skills:** Conduct activities that help youth develop physical and mental fitness, activities that provide opportunities for youth to experience positive social interaction.

**Suggested Activities:** Plan visits or exchange program with other law enforcement or Explorer posts; hold a dinner or picnic for post members and families; schedule programs to include informal activities such as trips to a beach, lake, or park; conduct personal development and communications seminars; meet with officers' families to understand the effects of the job on home and family. Investigate the effects of alcohol and drugs on highway safety; challenge other posts in physical testing or skills; learn about police job-related stress and its prevention; become skilled in first aid and cardiopulmonary resuscitation.

Make sure to use the **Adult Resource Survey** and the **Explorer Youth 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/lawenforcement/index.html](http://www.learningforlife.org/exploring/lawenforcement/index.html).)

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



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

**Suggested Activities:** Assist with traffic control and parking at community fairs, parades, festivals, and sporting events. Participate in Law Enforcement Week and Law Day activities within the department. Assist with local Special Olympics. Support local crime prevention programs by conducting property identification and security surveys; assisting neighborhood watch seminars; staffing crime prevention exhibits and tours; marking house numbers on curbs and alleys to provide house identification; conducting tours of departments for youth groups holding highway safety seminars; and providing administrative support in record keeping, support communications centers, photo labs, fingerprinting, motor vehicle registration, and related areas. Participate in community policing efforts. Remember that a community service project is one of the options for the **National Exploring Excellence Award!**

**Congressional Award.** Explorer youth might also be interested in applying for the Congressional Award. This is a citizenship award for youth sponsored by the federal government. An adult adviser the student chooses helps the student set challenging but achievable goals in the four program areas outlined in the award application. Once they've achieved their goals, they summarize them on a recommendation form. They'll receive a letter, which will let them know when their senator and/or member of Congress will present them with their medal

and certificate. (Go to [www.learningforlife.org](http://www.learningforlife.org), click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

**Helpful Exploring Tools.** The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide*. (Visit [www.learningforlife.org/exploring/lawenforcement/index.html](http://www.learningforlife.org/exploring/lawenforcement/index.html).)

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



**5. Character Education:** Conduct activities that help youth develop skills necessary for making ethical choices, activities that provide opportunities for fulfilling one's responsibility to society as a whole.

**Suggested Activities:** Organize and train post for crime scene searches; assist in lost child and rescue operations; learn about law enforcement career opportunities in fish and game, wildlife, and forest service fields; and become familiar with terrain and geophysical makeup of one's community. Carry out ethics in action program with post.

**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.

## Exploring Program Support

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

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

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

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

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

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

### **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](http://www.learningforlife.org), click on the Exploring icon, scroll down and click on Awards and Scholarships, and then click on Congressional Award.)

### **EXPLORING ADULT LEADER GUIDE** (see public Web site)

### **EXPLORING YOUTH LEADER GUIDE** (see public Web site)

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

**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/lawenforcement/](http://www.learningforlife.org/exploring/lawenforcement/), 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

**LAW ENFORCEMENT EXPLORING WEB PAGE**

Visit the Law Enforcement Exploring Web site at [www.learningforlife.org/exploring/lawenforcement/index.html](http://www.learningforlife.org/exploring/lawenforcement/index.html) for the following:

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

**LAW ENFORCEMENT PROFICIENCY AWARD**

With more than 3,000 Law Enforcement Explorer posts throughout the United States operated by local, state, and national law enforcement agencies, variances in training exist. In 1983, the concept of developing a nationally standardized recognition and proficiency award program was first initiated. As the program was developed, feedback was secured from Advisors, Explorers, and law enforcement administrators.

The Law Enforcement Exploring Proficiency Awards program provides an opportunity for posts and their Explorers to earn a series of recognition items that acknowledge their law enforcement Exploring experience. These recognize community service, crime prevention, law enforcement service, law enforcement training, firearms training, emergency preparedness, tenure, and Explorer of the Year.

Each proficiency area is intended to recognize experience, tenure, training, or leadership. These awards are intended to be worn on the Law Enforcement Explorer uniform only.

### **LEADERSHIP AWARD PROGRAM**

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

### **LEADERSHIP DEVELOPMENT SERIES**

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**

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**

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

### **PROCEDURE FOR ACTIVITIES OR EVENTS INVOLVING OTHER POSTS**

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

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

## GUIDELINES:

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

For local office contact, go to [www.learningforlife.org](http://www.learningforlife.org), then scroll down and enter your five-digit zip code and click on SEARCH.

## PROMOTIONAL ITEMS

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

## RECOGNITION ITEMS

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

- Advisor Exploring Emblem Patch, No. 04031A
- Associate Advisor Exploring Emblem Patch, No. 04033A
- Base Wood for Explorer Ornament "E," No. 17583A
- Career Achievement Award Certificate, No. 32194
- Exploring Appreciation Certificate, No. 33144A
- Exploring "E" Emblem Patch, No. 04002A
- Lapel Pin, Explorer "E," No. 04001A
- Leadership Award Certificate, Youth and Adult, No. 32195
- Leadership Award Medallion, Youth and Adult, No. 04173
- Learning for Life Tie, No. 50022
- Law Enforcement Exploring emblem patch, No. 04016A
- Law Enforcement Exploring pin, No. 04113A
- 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

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/lawenforcement](http://www.learningforlife.org/exploring/lawenforcement), then click on Safety First Guide to Learning for Life Activities under New Resources).

**YOUTH PROTECTION TRAINING** (go to [www.learningforlife.org/exploring](http://www.learningforlife.org/exploring), 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](http://www.learningforlife.org). Outings permits can be obtained from the local Learning for Life office.

**Post Advisor Guidelines for Creating External Barriers:**

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

***Policy Statement on Pistol Shooting***

Pointing any type of firearm (including paintball and laser) at any individual is unacceptable. However, law enforcement departments and agencies using firearms in standard officer/agent training may use their training agenda when accompanied with appropriate safety equipment in the Law Enforcement Exploring program.

***Pistol Shooting Program***

**Purpose.** The purpose of the shooting program is threefold:

1. Teach respect for firearms.
2. Provide training and exposure to the basics of pistol shooting.
3. Promote firearms safety.

**Types of Shooting.** The following conditions are in effect for participation by Law Enforcement Explorers involved in a shooting program:

1. For the purpose of safety training and exposure to the latest in law enforcement equipment, both revolver-type and semiautomatic handheld weapons are approved for regular post program (range) activity, incorporating required safety procedures and range masters. The carrying of any type of offensive or defensive weapon by Explorers is strictly prohibited.

2. Handheld automatic weapons are prohibited in post or conference competitions.
3. Training and competition are permitted for timed, slow, and rapid fire.
4. All firing is to be conducted at a distance of 25 yards.
5. Only bull's-eye targets are to be used (the B-13 target is preferred).
6. One- or two-handed shooting in training and competition is optional.

### ***Guidelines for Use of Handguns***

1. Combat-style or PPC (police practical courses) shooting is not condoned. Neither the National Rifle Association nor Learning for Life encourages, promotes, or sanctions participation or training in this mode of shooting.
2. Handgun use is limited to the Explorer program only.
3. All training and shooting activities must be under the supervision of an NRA-certified instructor or the firearms instructor of a local, state, or federal agency.
4. All participants must complete a basic pistol marksmanship course before range firing. The NRA Basic Pistol Marksmanship course or an equivalent training course conducted by a law enforcement agency, a civilian gun club, or a U.S. military department is acceptable.
5. The Explorer Handgun Shooting—Range Operation Outline must be used in conjunction with the basic pistol marksmanship training.
6. With the approval of the local Learning for Life office, handgun shooting may be conducted on local Learning for Life camp ranges, provided that the shooting is done under the auspices of an NRA-certified instructor or a firearms instructor of a local, state, or federal agency.
7. Care must be taken to comply with federal, state, and local laws.
8. Reference Handgun Policy and Unauthorized Activities in Safety First—Learning for Life Guidelines found on our Web site.
9. See the new NRA Marksmanship Programs for Law Enforcement Explorers.

### ***National Law Enforcement Ride-Along***

1. Explorers under the age of 18 are prohibited from riding after midnight and/or during shifts starting after midnight (graveyard shift).
2. Use of an armored vest is recommended as available on the ride-along.
3. The following offensive/defensive equipment use and carrying (other than in training experiences) is prohibited: firearms, chemical sprays, and baton. It is also strongly recommended that Explorers do not carry handcuffs.
4. The qualified ride-along officer must be in a non-probationary status and have a one-year departmental tenure in good standing.

### ***Policy Statement on Covert Operations***

#### **Clarification:**

1. It is recognized that law enforcement agencies have used youthful undercover persons to attack the problems of crime in different areas.
2. A law enforcement agency conducting an undercover activity may choose to seek the voluntary support of Explorers as citizens, but not as Explorers. To do so is within its powers for enforcing local or state statutes.
3. Learning for Life cannot control all activities of its members. To influence in a positive way what would be correct procedure for youth activities, a series of guidelines pursuant to Law Enforcement Exploring has been developed. In cases of noncompliance, Learning for Life may revoke its support of the participating organization.

4. Learning for Life specifically prohibits the use of Explorers in dangerous or undercover activities and through guidelines recommends against such activities, especially where peer relationships within the school or neighborhood setting have long-term negative implications.
5. Another point of consideration has been the strong and nearly unanimous voice of Law Enforcement Exploring Advisors who do not want to see their posts and post members used for covert activities. These individuals themselves will probably serve as the best overall check and balance for avoiding problems in this area.

**Policy:**

1. Prohibits the use of Explorers to perform covert acts or acts that might undermine the role of Law Enforcement Exploring in the community or place Explorers in harm's way.
2. Any agency elected to use Explorers as private citizens in covert operations should do so with the clear understanding that their unit of government is solely responsible for any civil damages and legal or medical complications that might arise from such an activity.
3. Law enforcement agencies providing the Law Enforcement Exploring program as a participating organization should develop explicit guidelines and standard operating procedures concerning all activities in which their Explorers are involved and those from which they should be prohibited.

***Policy Statement on Driving Marked Cars***

**No Law Enforcement Explorer, whether in uniform or not, should drive a marked patrol vehicle.** The only exception to this policy is in authorized competitions in which an adult law enforcement official shall ride in the front passenger seat

## Post Program Resources

For more information, see the *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*, both available at [www.learningforlife.org](http://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

2. Call to order and introduction of guests (2 min.; post president)
3. Announcements (8 min.)
4. 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](http://www.learningforlife.org)).

## **Appendix**

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

# **LAW ENFORCEMENT 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.

	<b>Career-Related Activity Topics</b>	<b>Organization Has Resources</b>	<b>Organization Consultant</b>
		<b>YES/NO</b>	<b>Who will teach this skill?</b>
1	Accident scene		
2	Bike policing		
3	Bomb-threat response		
4	Building search		
5	Burglary in progress		
6	Communications center		
7	Community policing		
8	Computer fraud (intrusions/electronic theft)		
9	Crime prevention		
10	Crime-scene search		
11	Criminal intelligence program		
12	Criminal law and court procedures		
13	Crowd control and major events planning		
14	Defensive tactics		
15	Department administration		
16	Domestic crisis intervention		
17	Drug enforcement		
18	Drug prevention		
19	Education preparation for law enforcement		
20	Emergency operations/911		
21	Emergency vehicle operations		
22	Evidence handling—identification/collection preservation		
23	Fingerprinting		
24	Firearms		
25	First aid/CPR training		

26	Hostage negotiations		
27	Identification theft/false identification		
28	Investigations—basic		
29	Investigations—internal		
30	Leadership development		
31	Learn about different departments within the agency		
32	Learn about surrounding law enforcement agencies		
33	Lost/missing persons		
34	Observation skills		
35	Officer safety		
36	Physical agility		
37	Police written examination		
38	Prisoner searches		
39	Procedures—patrol		
40	Procedures—radio		
41	Psychological profiling		
42	Records management		
43	Recruiting		
44	Report writing		
45	Ride-along		
46	Security inspections		
47	Telecommunications fraud		
48	Terrorism		
49	Traffic-accident investigations		
50	Traffic control		
51	Traffic enforcement		
52	Traffic stop		
53	Traffic stop—felony		
54	White-collar crime		
55	Youth—school violence		

## Sample of a 12-month Complete Law Enforcement Careers Exploring Program Calendar

	First Meeting Date	First Meeting Career Opportunities Topic	First Meeting Adult Consultant/Youth Chair	Second Meeting Date	Second Meeting Career Opportunities Topic	Second Meeting Adult Consultant/Youth Chair	Monthly Post Planning Meeting Date	Monthly Post Weekend Activity	Monthly Post Activity Consultant/Youth Chair	Council Activity Program
<b>September</b>	<b>First Wednesday</b>	Fall open house	Hal, Mark	<b>Second Wednesday</b>	Elect officers and plan post activities	Bill, Martha	<b>Third Wednesday</b>	Picnic for post participants and families	Martha, Bill	
<b>October</b>	<b>First Wednesday</b>	History of law enforcement	James, Sean	<b>Second Wednesday</b>	Introduction to law enforcement	Cliff, Cheryl	<b>Third Wednesday</b>	Physical agility course	Cheryl, John	Attend annual Exploring weekend
<b>November</b>	<b>First Wednesday</b>	Patrol procedures	Frank, Tom	<b>Second Wednesday</b>	Traffic control and radar	Peggy, Jimmy	<b>Third Wednesday</b>	Crime prevention or neighborhood watch	Jimmy, Peggy	Attend quarterly conference
<b>December</b>	<b>First Wednesday</b>	Accident investigation and forms	Cosby, Judy	<b>Second Wednesday</b>	Criminal investigation	Marty, Marianne	<b>Third Wednesday</b>	Assist special-needs students	Mariann, Marty	
<b>January</b>	<b>First Wednesday</b>	Crime scene investigation	Laun, Mike	<b>Second Wednesday</b>	Vice and narcotics	Jim, Natalie	<b>Third Wednesday</b>	Visit correctional institution	Natalie, Jim	Learning for Life Leadership Development Series
<b>February</b>	<b>First Wednesday</b>	Organized crime	Matthew, Danny	<b>Second Wednesday</b>	Homicide	John, Cindy	<b>Third Wednesday</b>	Assist police community relations	Cindy, John	
<b>March</b>	<b>First Wednesday</b>	Communications	Tom, Katy	<b>Second Wednesday</b>	Crime lab	Carey, Ann	<b>Third Wednesday</b>	Communications seminar	Ann, Carey	Community service project
<b>April</b>	<b>First Wednesday</b>	Search and arrest procedures	Cliff, Maya	<b>Second Wednesday</b>	Defensive weapons	Debbie, Murray	<b>Third Wednesday</b>	Traffic control at community event	Murray, Debbie	
<b>May</b>	<b>First Wednesday</b>	Custody	Ashley, Amy	<b>Second Wednesday</b>	Fingerprint classifications	Rayna, David	<b>Third Wednesday</b>	Property identification	David, Rayna	Annual Exploring banquet
<b>June/July</b>	<b>First Wednesday</b>	Domestic complaints	Matthew, Monica	<b>Second Wednesday</b>	Weapons safety	Faye, Hazel	<b>Third Wednesday</b>	Attend sports event	Hazel, Faye	
<b>August</b>	<b>First Wednesday</b>	Crowd control procedures	Paul, Denise	<b>Second Wednesday</b>	Riot control procedures	David, Stephanie	<b>Third Wednesday</b>	Visit military police installations	Stephanie, David	

# Exploring Program Calendar

	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 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

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

## Program Match Sheet

	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.

# Law Enforcement Exploring Career Achievement Award

## Law enforcement career achievement award requirements

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

## Law enforcement achievements

Do nine of the following:

- 1. Law enforcement training**—Recognizes the accumulation of 60 hours of training in the following areas:
  - History of law enforcement (one hour)
  - The contemporary law enforcement role (two hours)
  - The criminal justice system (two hours)
  - Radio procedures (two hours)
  - Basic patrol procedures (three hours)
  - Report writing (four hours)
  - Criminal law (six hours)
  - Juvenile law (two hours)
  - Traffic law (two hours)
  - Procedures of investigation (six hours)
  - Human relations (four hours)
  - Crime prevention (eight hours)
  - Accident investigation (four hours)
  - Crime scene investigation (four hours)
  - Fingerprinting and classification (four hours)
  - Narcotics and dangerous drugs (two hours)
  - Arrest and search (four hours)
- 2. Community service**—Acknowledges 50 hours of community service, including crowd traffic control, parking service, community events, etc. Service must be preapproved and logged by the Advisor. Note: 100 hours of community service are required for the Law Enforcement Exploring Proficiency Awards program.
- 3. Crime prevention**—Includes the basic eight hours of crime prevention instruction as well as an additional eight hours of training in areas such as neighborhood watch, home security survey, and bicycle registration. The award is presented to Explorers who participate in at least three departmental crime prevention projects, with a total of 25 hours of activity.
- 4. Law enforcement service**—Includes assistance to the department in areas such as records, communications, data processing, etc. It recognizes an accumulation of 50 hours of service. Note: 100 hours of service are required for the Law Enforcement Exploring Proficiency Awards program.
- 5. Emergency preparedness**—Certifies that the Explorer has received training in advanced first aid; cardiopulmonary resuscitation (CPR); and how the post would assist in a disaster such as flood, tornado, hurricane, etc.; and has participated in at least one civil defense or communitywide disaster training exercise.

6. **Firearms training**—Includes eight hours of firearms safety training, and matches the guidelines stated in the National Rifle Association/Law Enforcement Explorer Firearms Certification Program. Note: NRA club membership is not required.
7. **Tenure**—Awarded to those Explorers who complete one year of satisfactory service to the post.
8. **Perfect attendance**—Recognizes attendance at each scheduled meeting of the post during the preceding year.
9. **Drug abuse prevention**—Acknowledges proficiency in drug abuse prevention training and service. Requires six hours of advanced training outlined in the Explorer Drug Abuse Prevention Guide and 50 hours of service in at least two different drug abuse prevention projects.
10. Attend a biennial national Law Enforcement Explorer conference.
11. Investigate the role of federal law enforcement agencies in your participating department and community. Present a written report.
12. Follow an alleged federal or state violation through the judiciary system. Present a written report.
13. Lead a character education activity to be used with the post on a work ethic issue in law enforcement.
14. Learn the definition of law. What are the sources of federal and state laws? Describe in writing what functions laws serve.

## **Resources**

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

## **Qualifying Achievements**

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

# Law Enforcement Career Achievements

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

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

Do nine of the following:

1. **Law enforcement training**—Recognizes the accumulation of 60 hours of training in the following areas:

- History of law enforcement (one hour)
- The contemporary law enforcement role (two hours)
- The criminal justice system (two hours)
- Radio procedures (two hours)
- Basic patrol procedures (three hours)
- Report writing (four hours)
- Criminal law (six hours)
- Juvenile law (two hours)
- Traffic law (two hours)
- Procedures of investigation (six hours)
- Human relations (four hours)
- Crime prevention (eight hours)
- Accident investigation (four hours)
- Crime scene investigation (four hours)
- Fingerprinting and classification (four hours)
- Narcotics and dangerous drugs (two hours)
- Arrest and search (four hours)

Completed \_\_\_\_\_

2. **Community service**—Acknowledges 50 hours of community service, including crowd traffic control, parking service, community events, etc. Service must be pre-approved and logged by the Advisor. Note: 100 hours of community service are required for the Law Enforcement Exploring Proficiency Awards program.

Completed \_\_\_\_\_

3. **Crime prevention**—Includes the basic eight hours of crime prevention instruction as well as an additional eight hours of training in areas such as neighborhood watch, home security survey, and bicycle registration. The award is presented to Explorers who participate in at least three departmental crime prevention projects, with a total of 25 hours of activity.

Completed \_\_\_\_\_

4. **Law enforcement service**—Includes assistance to the department in areas such as records, communications, data processing, etc. It recognizes an accumulation of 50 hours of service. Note: 100 hours of service are required for the Law Enforcement Exploring Proficiency Awards program.

Completed \_\_\_\_\_

5. **Emergency preparedness**—Certifies that the Explorer has received training in advanced first aid; cardiopulmonary resuscitation (CPR); and how the post would assist in a disaster such as flood, tornado, hurricane, etc.; and has participated in at least one civil defense or communitywide disaster training exercise.

Completed \_\_\_\_\_

6. **Firearms training**—Includes eight hours of firearms safety training, and matches the guidelines stated in the National Rifle Association/Law Enforcement Explorer Firearms Certification Program. Note: NRA club membership is not required.  
Completed \_\_\_\_\_
7. **Tenure** —Awarded to those Explorers who complete one year of satisfactory service to the post.  
Completed \_\_\_\_\_
8. **Perfect attendance**—Recognizes attendance at each scheduled meeting of the post during the preceding years.  
Completed \_\_\_\_\_
9. **Drug abuse prevention**—Acknowledges proficiency in drug abuse prevention training and service. Requires six hours of advanced training outlined in the Explorer Drug Abuse Prevention Guide and 50 hours of service in at least two different drug abuse prevention projects.  
Completed \_\_\_\_\_
10. Attend a biennial national Law Enforcement Explorer conference.  
Completed \_\_\_\_\_
11. Investigate the role of federal law enforcement agencies in your participating department and community. Present a written report.  
Completed \_\_\_\_\_
12. Follow an alleged federal or state violation through the judiciary system. Present a written report.  
Completed \_\_\_\_\_
13. Lead a character education activity to be used with the post on a work ethic issue in law enforcement.  
Completed \_\_\_\_\_
14. Learn the definition of law. What are the sources of federal and state laws? Describe in writing what functions laws serve.  
Completed \_\_\_\_\_

## Resources

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

## Qualifying achievements

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

## **Requirements**

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

# Law Enforcement Achievement Award Application

## Part 1: Candidate Personal Data

Post No.: \_\_\_\_\_ Participating organization: \_\_\_\_\_  
Name: \_\_\_\_\_ Nickname: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Home phone: (\_\_\_\_) \_\_\_\_\_ Birth date: \_\_\_\_\_  
School/college: \_\_\_\_\_ Grade level: \_\_\_\_\_

## Part 2: Adult Leader Certification of Candidate

I certify that the above-named candidate has fulfilled nine required achievements and 50 hours of community service for the Learning for Life Career Achievement Award and has my approval for recognition of this significant accomplishment.

Adult leader: \_\_\_\_\_  
Date: \_\_\_\_\_

## Part 3: Learning for Life Office Authorization

This candidate is a currently enrolled Explorer. Having been certified by the adult leader for completing the required nine achievements and 50 hours of community service, the Explorer post is authorized to purchase and present the Learning for Life Career Achievement Award certificate.

Learning for Life office signature: \_\_\_\_\_  
Date: \_\_\_\_\_  
Name: \_\_\_\_\_

## Description of activity

## Total hours

## Supervisor signature and phone number



# 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***

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## ***Hobbies/Interests***

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## ***Other Ideas***

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## 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:** \_\_\_\_\_

# 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