



EXPLORE THE ADVENTURE...

# Law Enforcement Exploring Program Guide for Post Advisors



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## What Is Law Enforcement Exploring?

Exploring is the young adult career education program of Learning for Life for both young men and women who are 14 and graduates of the eighth grade or 15 through 20 years of age. Law Enforcement Exploring is a youth development program centered on law enforcement careers. Law Enforcement Explorers might choose to take part in crime prevention activities, community policing, traffic control, fingerprinting, ride-alongs, patrol procedures, and connecting activities with high schools, court systems, and national, state, and local academies. The bottom line is that Law Enforcement Exploring is an action-oriented, hands-on, career discovery program.

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

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

## Organizing an Explorer Post

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

Learning for Life initiates the organization of law enforcement departments and agencies, both local and state, across the country to operate Explorer posts.

These law enforcement organizations provide the program assistance for Law Enforcement Explorer post meetings, activities, and trips through competent officers/deputies and other interested adult volunteer leaders.

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

There is a five-step process to organize a post and develop the post's program.

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

- Recruit adult volunteer leaders
- Complete the Memorandum of Understanding (See Appendix, page 12)

- Utilize the Law Enforcement Opportunities Worksheet (See Appendix, page 21)
- Organize supplementary business program ideas
- Develop a post calendar (See sample calendar in Appendix, page 26)
- Provide meeting facilities

### Learning for Life provides:

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

## Suggested Explorer Post Activity Programs

The program of Law Enforcement Explorer posts 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 (Appendix, page 24) and the Explorer Youth Activity Interest Survey (Appendix, page 23) to generate ideas for life skills!

The following Exploring resources are to be used with the online *Exploring Adult Leader Guide* and the *Exploring Youth Leader Guide*. (Go to [www.learningforlife.org/exploring/health/index.html](http://www.learningforlife.org/exploring/health/index.html), then click on Resources for Exploring Leaders under New Resources.)

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

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



**Suggested Activities:** 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*. (Go to [www.learningforlife.org/exploring/health/index.html](http://www.learningforlife.org/exploring/health/index.html), then click on Resources for Exploring Leaders under New Resources.)

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

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



**Suggested Activities:** 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.

## Five Steps to Organizing a Law Enforcement Explorer Post

Organizing Law Enforcement Explorer posts (groups) in your department, agency, or company is easy! Just follow these five successful steps:

### Step 1: Organization Makes a Commitment

Secure a commitment from the chief, sheriff, or head of the participating organization.

#### Key Items

- Chief, sheriff, or agency head selects the Advisor, associate Advisor, and committee for the post.
- Chief, sheriff, or agency sends out the adult resources survey.
- Chief, sheriff, or agency sets the date for the career opportunities meeting and firstnighter.
- Chief, sheriff, or agency head agrees to send out invitation letters to firstnighter.
- Chief, sheriff, or agency signs the Memorandum of Understanding.

A local high school survey of students interested in law enforcement could have already been completed in your community.

## Step 2: Career Opportunities Development Meeting

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

### Key Items

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

## Step 3: Post Firstnighter Meeting

This special and exciting hands-on meeting is held annually by each post to recruit new youth participants.

### Key Items

- Initiate a telephone follow-up to interested students before the firstnighter.
- Conduct the firstnighter meeting using the suggested Firstnighter Agenda (Appendix, page 13).
- Distribute the Explorer Youth Activity Interest Survey.
- Invite students to join and collect from each student the participation fee.
- Determine the top choices from the Explorer Youth Activity Interest Survey after the meeting.

## Step 4: Post Activities Development Meeting

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

### Key Items

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

- Select and schedule top post activities on the Explorer Post Program Development Calendar.
- Assign an Explorer activity chair and adult consultant for all activities.
- Elect Explorer post officers.

## Step 5: Youth Officers' Seminar

This seminar is a training meeting for elected post officers.

### Key Items

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

### Sample Post Meeting Agenda

<b>Call to order and introduction of guests</b>	<b>Post chief</b>
<b>Old business</b>	
<ul style="list-style-type: none"> <li>• Reading of the minutes from the previous meeting</li> <li>• Treasurer's report</li> <li>• Post officers' report</li> </ul>	
<b>New business</b>	<b>Post chief</b>
<ul style="list-style-type: none"> <li>• Discussion by the Explorers on matters that need a decision</li> <li>• Enrollment of new youth attending the meeting</li> <li>• Promotion of coming events</li> <li>• Post Advisor's comments</li> </ul>	Vice president—administration Vice president—program Post Advisor
<b>Post activity program</b>	<b>Explorer activity chair</b>
<ul style="list-style-type: none"> <li>• Reminder of next meeting and about any materials needed, other requirements, or what to bring and wear, etc.</li> <li>• Introduce presenters</li> <li>• Carry out plan or conduct the activity</li> </ul>	
<b>Next meeting announcement</b>	<b>Post chief</b>
<b>Closing reflection</b>	<b>Assigned Explorer</b>
<b>After the meeting</b> , the Advisor and post chief follows up with the activity chair to double-check all arrangements for the next post meeting.	
<b>Note:</b> An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant from the Adult Resource Survey. (Explorer Youth Leader Guide, available at <a href="http://www.learningforlife.org">www.learningforlife.org</a> )	

## General Exploring Program Development Resources

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

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

**Explorer Activity Interest Survey.** Find out what the youth participants want to do. Survey the youth participants at a post meeting and tally the results. The post officers should conduct this survey.

**Program Match Tally Sheet.** Match the Explorer Activity Interest Survey results with the Adult Resource Survey. Where a suggested Explorer activity matches a resource from the adult survey, you have a possible program. Use the program match sheet as a tool to help. The post committee will need to recruit other resources for the remainder of the Explorer activity interests.

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

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

**Post Program Development Calendar.** Schedule each selected post activity on the Post Program Development Calendar. Watch out for possible conflicts with other dates. Make sure you have all the dates from the local office for Exploring events.

**Explorer Activity Chairs and Adult Consultants.** An interested and capable Explorer is appointed to serve as the chair for each activity and is assisted by an adult consultant. Use the post officers' seminar to complete this process. Give youth leadership the responsibility for the operation of the post.

**Activity Planner.** This is a helpful tool for the youth chair and adult consultant to use (Appendix, page 25). It will keep them on track to operate a successful event.

**Exploring Program Calendar.** Use a completed annual calendar for Explorers and adults to know all the events and meetings of your post.

FOLLOW-UP IS VITAL! ASSUME NOTHING!

## Law Enforcement Exploring Program Support

### National Scholarships.

ATFRA Scholarship (\$1,000)

Capt. James T. Regan Memorial Law Enforcement Explorer Scholarship (\$500)

DEA Drug Abuse Prevention Service Award (\$1,000)

Federal Criminal Investigators' Service Award (\$500)

National Young American Award (\$5,000)

Sheryl A. Horak Memorial Law Enforcement Explorer Scholarship (\$1,000)

**Learning for Life Web Page.** Visit the Learning for Life Web site: [www.learningforlife.org](http://www.learningforlife.org). Connect with today's Explorers in law enforcement.

**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.

**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 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 (see samples in Appendix, pages 14–20)
- Endorsements from national organizations
- *Exploring Adult Leader Guide* and *Exploring Youth Leader Guide*
- News from the national office
- Resources for Exploring leaders (secretary and treasurer books, forms, games, guides, how to)
- Safety First Guide to Learning for Life Activities
- Scholarships for Explorers
- Suggested program ideas
- Youth Protection Training (PowerPoint presentation)

**Career Achievement Award.** The Learning for Life Career Achievement Award program allows young people to be recognized for community service and to acquire and be recognized for career proficiency achievement in arts and humanities, aviation, business, communications, engineering, fire

and emergency service, health, law and government, law enforcement, science, skilled trades, social services, or all 12 career clusters. It gives Explorers and student participants distinguished credentials for their resume.

**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.

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

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

**Young American Award.** First presented in 1968, the council-level award is given to young adults between the ages of 15 and 25 to highlight publicly the importance of their excellent achievements and service to their community, state, and nation. The council-level Young American Award consists of a plaque to be awarded at an appropriate council ceremony. Each council selects and submits their

top nominee for consideration for the five national Young American Awards given annually in May, which include the unrestricted \$5,000 cash award and ribbon medallion. (Go to [www.learningforlife.org](http://www.learningforlife.org), click on the Exploring icon, then scroll down and click on Awards and Scholarships, and then click on Young American Award.)

**Character Education 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. (For Character Education Activities, request a copy from your local Learning for Life office.)

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

**Exploring Adult Leader Guide and Exploring Youth Leader Guide.** These online guidebooks contain complete information for youth and adult leaders of Explorer posts. They contain sections on getting started, post operation, leadership roles, key factors for success, qualities of a good program, post bylaws, and the Exploring Activity Planner. (Go to [www.learningforlife.org/exploring/health/index.html](http://www.learningforlife.org/exploring/health/index.html), then click on Exploring Adult Leader Guide or Exploring Youth Leader Guide under New Resources.)

**Facts Every Teen Should Know About Sexual Abuse, No. 99-249.** This pamphlet is available from the local Learning for Life office and contains five stories concerned with risky situations of sexual abuse. These stories are meant to spur discussion in the context of an Explorer post meeting. Discussion points are suggested and resources are provided for more information about sexual abuse.

**Helpful Exploring Tools.** 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/index.html](http://www.learningforlife.org/exploring/lawenforcement/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 Development Guidebook for Teenage Youth.** The Learning for Life Leadership Development Guidebook for Teenage Youth offers a series of workshops that can be offered as a one-day session, an overnight meeting, or as a series of short, focused sessions. It works equally well with senior high school groups, work-based Explorer posts, community youth groups, and community youth leaders.

The leadership development workshops cover 16 topics: Introduction to Leadership, Analysis and Evaluation, Beliefs and Values, Character of Leadership, Communication, Decision Making, Diverse Culture and Climate, Effective Group Management, Ethics of Leadership, Goal Setting, Managing Through Others, Meeting Management, Motivation, Planning and Sequence of Events, Team Building, and Time Management. The local Learning for Life representative can provide a copy of this book.

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

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

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

Guidelines:

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

forward the proposal to the region for review and approval.

- If posts from other regions will be involved, the proposal must be forwarded to the national office of Learning for Life for review and approval.
- Follow health and safety guidelines and policies of the program. (See LFL Safety First, money-earning guidelines, and program-specific safety guidelines.)
- The sponsoring post/group/LFL office must be clearly identified in the name of the program or activity.
- Must be a registered participating organization.
- Liability, accident, and sickness insurance must be considered.
- Privacy information must be maintained.
- Youth Protection training should be a standard for all adults and staff.

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

**Promotional Items.**

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

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

- Advisor Exploring emblem patch, No. 04031A
- Associate Advisor Exploring emblem patch, No. 04033A
- Base wood for Explorer ornament "E," No. 17583A
- Career Achievement Award certificate, No. 32194
- Exploring appreciation certificate, No. 33144A
- Exploring "E" emblem patch, No. 04002A
- Lapel pin, Explorer "E," No. 04001A
- Law Enforcement Exploring emblem patch, No. 04016A
- Law Enforcement Exploring pin, No. 04113A

- 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
- Mug, Law Enforcement Exploring, No. 04000A
- Ornament, Explorer “E,” No. 04105A
- Panel drape, Exploring, No. 11134A
- Paperweight, Explorer, No. 04160A
- Paperweight, Thank You Exploring, No. 17695A
- Plaque, Exploring logo on walnut with engraving plate, No. 17685
- Post committee emblem patch, No. 04045A
- President Explorer emblem patch, No. 04035A
- Secretary Explorer emblem patch, No. 04039A
- Treasurer Explorer emblem patch, No. 04041A
- Vice president Explorer emblem patch, No. 04037A

### **Safety First, Learning for Life Guidelines.**

This is a guide for advisors to help keep youth safe in Learning for Life activities. Topics include adult leadership; aquatics safety; camping; drug, alcohol, and tobacco use and abuse; safety practices and emergency preparedness; first aid; guns and firearms; sports and activities; medical information; transportation; and personal safety. (Go to [www.learningforlife.org/exploring/lawenforcement/index.html](http://www.learningforlife.org/exploring/lawenforcement/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/lawenforcement/index.html](http://www.learningforlife.org/exploring/lawenforcement/index.html), then click on Youth Protection Training [PowerPoint] under New Resources.) As an adult Advisor, you need to have basic knowledge about the potential for abuse of adolescents and the Youth Protection policies of Learning for Life that are designed to prevent it. Because of the coeducational nature of Exploring, youth protection takes on added dimensions.

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

be familiar with the Youth Protection emphasis of Learning for Life.

The Youth Protection Guidelines are available on the Learning for Life Web site for viewing ([www.learningforlife.org](http://www.learningforlife.org)). It lists several considerations that the Explorer leader must remember. At least one adult is required to complete the Youth Protection presentation on the Web for any overnight outing. Safety First Guidelines has the requirements for outings and activities. It is also available on the Web. Learning for Life Local and National Outing Permits can be obtained from the local Learning for Life office. The permits should be completed by adult Advisors when planning trips with Explorer youth.

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

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

## **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 (Addendum)

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.
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.

### **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.

## Law Enforcement Exploring Appendix

- Annual Memorandum of Understanding
- Sample Firstnighter Agenda
- Additional Instructions for Steps 2 and 4 of Exploring Program Development
- Law Enforcement Career Achievement Award Background
- Law Enforcement Career Achievement Award Requirements
- Law Enforcement Achievements
- Law Enforcement Achievement Award Application
- Law Enforcement Proficiency Awards
- Law Enforcement Careers Program Development Worksheet
- Explorer Youth Activity Interest Survey
- Adult Resource Survey
- Activity Planner
- Sample of a Completed Law Enforcement Careers Exploring Program Calendar
- Exploring Program Calendar
- Program Match Sheet
- Instructions for Using Program Match Sheet



**Annual Memorandum of Understanding**

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

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

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

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

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

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of organization head or designee

\_\_\_\_\_  
Signature of Learning for Life representative

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Print Name)



## Sample Firstnighter Agenda

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

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

## Additional Instructions for Steps 2 and 4 of Exploring Program Development

### Step 2: Career Opportunities Program Development Meeting

*(Use Law Enforcement Career Opportunities Worksheet)*

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

These will become the career focus of your Explorer post for the coming program year. (See sample of the completed Law Enforcement Exploring Program Calendar.)

3. Determine and list the first and second monthly career opportunities meeting topics.
4. Put the career opportunities on the calendar for distribution at the firstnighter.

### Step 4: Post Activities Program Meeting

*(First Post Meeting After Open House)*

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

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

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

## Law 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)

## LAW ENFORCEMENT EXPLORING

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 year.

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



# Law Enforcement Proficiency Awards

## Background

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.

## Plan

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 law enforcement training, community service, crime prevention, law enforcement service, emergency preparedness, firearms training, tenure, perfect attendance, drug abuse prevention, attendance at a national Law Enforcement Explorer conference, attendance at a national Law Enforcement Explorer academy, BSA Eagle Scout Award or Girl Scout Gold Award, 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.

### 1. Law Enforcement Training

Recognizes the accumulation of 60 hours of training in the following areas:

- History of law enforcement (1 hour)
- The contemporary law enforcement role (2 hours)
- The criminal justice system (2 hours)
- Radio procedures (2 hours)
- Basic patrol procedures (3 hours)
- Report writing (4 hours)
- Criminal law (6 hours)
- Juvenile law (2 hours)
- Traffic law (2 hours)
- Procedures of investigation (6 hours)
- Human relations (4 hours)

- Crime prevention (8 hours)
- Accident investigation (4 hours)
- Crime scene investigation (4 hours)
- Fingerprinting and classification (4 hours)
- Narcotics and dangerous drugs (2 hours)
- Arrest and search (4 hours)

### 2. Community Service

Acknowledges 100 hours of community service, including crowd traffic control, parking service, community events, etc. The service must be preapproved and logged by the Advisor. The recognition is a blue and yellow commendation bar, No. 04019.

### 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. The recognition is a green and gold commendation bar, No. 04020.

### 4. Law Enforcement Service

Includes assistance to the department in areas such as records, communications, data processing, etc. It recognizes an accumulation of 100 hours of service. The recognition is a red and gold commendation bar, No. 04021.

### 5. Emergency Preparedness

Certifies that the Explorer has received training in advanced first aid and CPR; has received training in 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. This is recognized by a red and white commendation bar, No. 04022.

### 6. Firearms Training

Includes eight hours of firearms safety training and matches the guidelines stated in the NRA/Law Enforcement Explorer Firearms Certification Program. This recognition is the NRA Explorer Marksmanship bar (not a Learning for Life item; see No. 99-264). Note: NRA membership is not required.

7. **Tenure**  
Awarded to those Explorers who complete one year of satisfactory service to the post. It is recognized with a red commendation bar, No. 04023.
8. **Perfect Attendance**  
Recognizes attendance at each scheduled meeting of the post during the preceding year. The recognition is a yellow and white commendation bar, No. 04024.
9. **Drug Abuse Prevention**  
Acknowledges proficiency in drug abuse prevention training and service. Requires six hours of advanced training outlined in Drug Abuse Prevention for Explorers: A Guidebook, No. 99-210, and 50 hours of service in at least two different drug abuse prevention projects. The recognition is a blue and silver commendation bar, No. 04026.
10. **National Law Enforcement Explorer Conference Bar**  
Presented to Explorers who attend a national Law Enforcement Explorer conference. The recognition is a dark green commendation bar, No. 04030.
11. **National Law Enforcement Explorer Academy**  
Presented to Explorers selected to attend a National Law Enforcement Explorer Academy. The recognition is a black commendation bar, No. 04034.
12. **Eagle or Gold Award Recognition**  
May be worn by an Explorer who has achieved the Boy Scouts of America or Girl Scouts of the U.S.A. highest award and honor (the BSA Eagle Scout Award or Girl Scout Gold Award). The recognition is a red, white, and blue commendation bar, No. 04036.

13. **Explorer of the Year**  
Each post will be encouraged to recognize one Explorer each year. This Explorer should be selected on the basis of dependability, attitude, attendance, and contributions to the post, department, and community. Explorers of the Year are obviously recognized for their outstanding performances and personal attributes. The recognition is a blue bar with a gold "E," No. 04025.

## **Recognition**

Each award or recognition is represented by a police-type commendation ribbon that affixes to a metal holder bar. Research has determined that the items, colors, and contributions do not conflict with either police department or military/ROTC commendation bars. However, it also revealed that a small number of posts are not permitted to wear any type of medal, ribbon, or patch on their uniforms apart from their departmental patches. These posts, as well as those that want a more lasting recognition, can use the certificate of proficiency. It contains a space for signatures of the Advisor and department head.

A wall chart is also available to use as a motivational and recognition tool (No. 33729A).

## **Distribution**

The commendation bars, backing pins, and certificates are available through local Learning for Life service centers as well as through the National Distribution Center, toll-free phone: 800-323-0732. The post Advisor assumes responsibility for Explorers meeting the proficiency award criteria. An Advisor may purchase a quantity of the items and distribute them as merited.

## Law Enforcement Careers Program Development Worksheet

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

<b>Career opportunities activity topics</b>	<b>Organization has resources</b>	<b>Organization consultant</b>
	<b>Yes/no</b>	<b>Who will teach this skill?</b>
1. 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		

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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		

## Explorer Youth Activity Interest Survey

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

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

<input type="checkbox"/> Bowling	<input type="checkbox"/> Movies/Video	Sports Activities: _____ _____ _____
<input type="checkbox"/> Camping	<input type="checkbox"/> Music	_____ _____ _____
<input type="checkbox"/> Career Clinic	<input type="checkbox"/> Photography	_____ _____ _____
<input type="checkbox"/> College Planning	<input type="checkbox"/> River/Whitewater Rafting	_____ _____ _____
<input type="checkbox"/> Community Cleanup Project	<input type="checkbox"/> Rock Climbing/Rappelling	Hobby Interests: _____ _____ _____
<input type="checkbox"/> Computers	<input type="checkbox"/> Roller Skating	_____ _____ _____
<input type="checkbox"/> Conservation Project	<input type="checkbox"/> Sailing/Canoeing	_____ _____ _____
<input type="checkbox"/> Cycling	<input type="checkbox"/> Snorkeling/Scuba Diving	_____ _____ _____
<input type="checkbox"/> Dance	<input type="checkbox"/> Snow Skiing	Other Ideas: _____ _____ _____
<input type="checkbox"/> Field Sportss	<input type="checkbox"/> Swimming	_____ _____ _____
<input type="checkbox"/> First Aid Training	<input type="checkbox"/> Tour of City (area)	_____ _____ _____
<input type="checkbox"/> Fishing	<input type="checkbox"/> TV or Radio Station Visit	_____ _____ _____
<input type="checkbox"/> Horseback Riding	<input type="checkbox"/> Waterskiing	_____ _____ _____
<input type="checkbox"/> Ice Skating		

## Adult Resource Survey

### Adult Resource Survey

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

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

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

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

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

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

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

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

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

## Activity Planner

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

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

Other information \_\_\_\_\_

Name of the Activity: \_\_\_\_\_

**Date:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Resources Needed:** \_\_\_\_\_

### Alternatives

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

### Personnel

Delegate responsibilities.

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

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

### Carry Out the Plan/Conduct the Activity

Just before the activity, double-check all arrangements.

Notes:

\_\_\_\_\_

\_\_\_\_\_

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

### After-Action Evaluation

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

Should the post do this activity again? \_\_\_\_\_ Yes \_\_\_\_\_ No

Number participating: \_\_\_\_\_ Explorers \_\_\_\_\_ friends \_\_\_\_\_ adults \_\_\_\_\_

## Sample of a Completed Law Enforcement Careers Exploring Program Calendar

Month	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
SEPTEMBER	First Wednesday	Fall open house	Hal, Mark	Second Wednesday	Elect officers and plan post activities	Bill, Martha	Third Wednesday	Picnic for post participants and families	Martha, Bill	
OCTOBER	First Wednesday	History of law enforcement	James, Sean	Second Wednesday	Introduction to law enforcement	Cliff, Cheryl	Third Wednesday	Physical agility course	Cheryl, John	Attend annual Exploring weekend
NOVEMBER	First Wednesday	Patrol procedures	Frank, Tom	Second Wednesday	Traffic control and radar	Peggy, Jimmy	Third Wednesday	Crime prevention or neighborhood watch	Jimmy, Peggy	Attend quarterly conference
DECEMBER	First Wednesday	Accident investigation and forms	Cosby, Judy	Second Wednesday	Criminal investigation	Mary, Mariann	Third Wednesday	Assist special-needs students	Mariann, Marty	
JANUARY	First Wednesday	Crime scene investigation	Laun, Mike	Second Wednesday	Vice and narcotics	Jim, Natalie	Third Wednesday	Visit correctional institution	Natalie, Jim	Learning for Life Leadership Development Series
FEBRUARY	First Wednesday	Organized crime	Matthew, Danny	Second Wednesday	Homicide	John, Cindy	Third Wednesday	Assist police community relations	Cindy, John	
MARCH	First Wednesday	Communications	Tom, Katy	Second Wednesday	Crime lab	Carey, Ann	Third Wednesday	Communications seminar	Ann, Carey	Community service project
APRIL	First Wednesday	Search and arrest procedures	Cliff, Maya	Second Wednesday	Defensive weapons	Debbie, Murray	Third Wednesday	Traffic control at community event	Murray, Debbie	
MAY	First Wednesday	Custody	Ashley, Amy	Second Wednesday	Fingerprint classifications	Rayna, David	Third Wednesday	Property identification	David, Rayna	Annual Exploring banquet
JUNE/JULY	First Wednesday	Domestic complaints	Matthew, Monica	Second Wednesday	Weapons safety	Faye, Hazel	Third Wednesday	Attend sports event	Hazel, Faye	
AUGUST	First Wednesday	Crowd control procedures	Paul, Denise	Second Wednesday	Riot control procedures	David, Stephanie	Third Wednesday	Visit military police installations	Stephanie, David	

## Exploring Program Calendar

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

## Program Match Sheet

Results of Youth Activity Interest Survey	Results of Adult Resource Survey	Tentative Date of Activity	Possible Locations	Potential Youth Chair and Adult Consultant	Additional Notes
Bowling					
Camping					
Career clinic					
College planning					
Community cleanup					
Computers					
Conservation project					
Cycling					
Dance					
Field sports					
First aid					
Fishing					
Horseback riding					
Ice Skating					
Movies/video/music					

## Program Match Sheet continued

Results of Youth Activity Interest Survey	Results of Adult Resource Survey	Tentative Date of Activity	Possible Locations	Potential Youth Chair and Adult Consultant	Additional Notes
Photography					
River/white water					
Rock climbing					
Roller-skating					
Sailing/canoeing					
Snorkeling/scuba					
Snow skiing					
Swimming					
Tour of city (area)					
Visit to TV or radio station					
Water skiing					
Other sports: _____					
Other hobbies: _____					
Other ideas: _____					

**Instructions for Using Program Match Sheet**

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





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