

BLM Junior Explorer Program Booklet Guidelines

Program Titling

Each booklet should carry the Junior Explorer name. Activity booklets currently titled “Junior Ranger” or other names may continue to be used by field offices, but should have their titles updated when reprinted. Using a uniform name will help to distinguish the BLM’s program from those of other agencies and help make the program more visible across the Bureau as a whole.

Booklet Planning

Production of each booklet should be guided by clearly defined goals that address the content to be presented, why that content is important, how the content relates to a site’s interpretive themes, and how the booklet furthers the mission of the BLM.

- These goals need not be included in the book. (They may be included in a companion parent/teacher guide if desired.)
- For field site booklets, these goals should complement the education and interpretation goals articulated in the sites’ education and interpretation plans, thematic statements, and/or Resource Management Plans.
- Attention should also be paid to local education standards that relate to the content of the booklet. While the booklets are primarily intended for use by visiting families, teachers may also be interested in using them in their classrooms.

Required Booklet Components

The following components should be included in all booklets. See the Junior Explorer intranet resource website for examples and templates. http://web.blm.gov/wo-170/wo-172/wo172_interp/resources/junior_explorer.html

The Cover

The cover should include:

- Bureau of Land Management title and logo
- Junior Explorer title
- Join the Adventure artwork
- Specific booklet title

Introductory Page(s)

- Introduction to the BLM
- Description of the Junior Explorer Program
 - The activity booklet may use the standard national Junior Explorer language, or, if a field site has more specific information about its unique program, that language may be used instead.
- Introduction to the topic of the booklet and its connection to the work of the BLM

Activities

Activities should:

- Meet the educational goals for the booklet.
- Be diverse enough to:
 - Appeal to a variety of learning styles.
Additional information is available at:
<http://www.tecweb.org/styles/gardner.html>
 - Require varying levels of knowledge, comprehension, application, and analysis.
Additional information is available at:
<http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>
- Clearly present and explain new content.
- Provide definitions and easy-to-follow explanations when needed.
- Demonstrate a clear connection to the BLM.
- Include at least one stewardship-related activity.
- Be age appropriate. (Most Junior Explorer activities likely will be geared towards elementary age children, but site staff should use their discretion based on the interest level and visitor ages at their specific site.)

Answers

- If an answer key is provided, it should include the correct answers to all booklet activities and sample answers for open-ended questions.
- Explanations should be included if needed to clarify a concept or idea.

CAUTION: Lengthy explanations should not be relied upon as an effective way to convey information to children. Very few children will take the time to read an answer explanation once they have determined the correct answer.

- Note: Junior Explorer booklets do not have to include an answer key, but there must be some easy way for participants to check their work. These could be visiting a website, asking a BLM employee or volunteer, etc.

Site-Specific Junior Explorer Certificate

- This must include the Junior Explorer pledge.

Optional Booklet Components

Career Profile

Suggested Elements:

- Highlight a career that children could one day aspire to within the BLM.
- Outline the responsibilities and focus of a featured career.
- Outline the educational path to pursue a highlighted career.
- Tell a personal story of a BLM employee who has successfully pursued a given career.
- Make the career sound fun and appealing to kids.

Glossary

A glossary should:

- Clearly define any terms from the booklet that may be unfamiliar to children completing the activities.
- Include illustrations if necessary.

Other Optional Inclusions

- “Fun Facts” about the site
- Site-specific information

Printing

Offices should follow all procedures and policies established by the Washington Office or State Office Public Affairs staff for approval, printing, and distribution.