

STAMP CERTIFICATION

Name of Junior _____

I completed this passport on _____ date _____.

My Junior leader, _____ name of leader/mentor _____,

of _____ Junior Grange # _____ in state _____,

(or, if a 1+ Junior member, my mentor is a member of

_____ Grange # _____ in state _____)

approved my stamp on _____ date _____.

Junior Leader Signature _____

NOTES ON STEPS/STAMP WORK



How a Law Gets Made

The United States

#66

DIFFICULTY LEVEL



AUDIENCE

Designed to be completed sequentially as Juniors grow, with culmination after Junior member has achieved at least a third-grade reading level and understands internet research. To earn the stamp, all steps must be completed but need not be done in order.

NECESSARY RESOURCES

Internet access, poster board, markers, crayons or printer and printer paper

LEARNING OBJECTIVES

The purpose of this passport is to educate Junior Grangers about how laws are made in the United States and the process of government.

LEARNING OUTCOMES

Upon completion, Junior Grangers will be able to:

- Identify the three branches of government
- Explain the basic steps of how a bill becomes a law
- Use creativity to learn and engage with the topic
- Learn public speaking skills through presenting
- Learn leadership skills by leading an activity
- Conduct basic research skills and note taking skills as you gather information about government

Step 1. Identify the three branches of government, and what each one does.

Date Completed: _____

Step 2. Find out what a law is and why we have laws.

Look up information about what laws are and why communities create them.

Write or draw your answers to these questions:

- What is a law?
- Why do we need laws?
- Who has to follow laws?
- Name three different types of laws.

Date Completed: _____

Step 3. Be a detective! Find examples of laws in your daily life.

Look around your home, school, or community for signs of laws in action (like stop signs, food labels, recycling rules, etc.). Take photos or draw pictures of at least 3 examples of laws you found. For each one, try to answer:

- Who does this law help?
- What might happen without this law?
- Who makes sure people follow this law?

Date Completed: _____

Step 4. Research a law that affects young people (like education, safety, or health).

For younger Juniors: With an adult's help, learn about a simple rule or law that keeps kids safe (like wearing bike helmets or seatbelts). Write or Draw a picture showing how this rule helps kids.

For older Juniors: Research a law that was passed in the last 10 years that affects young people. Write down what the law does, when it was passed, and how it might affect you or other children.

Date Completed: _____

Step 5. Interview an adult about a law they think is important. Ask them why they think this law matters and how it affects people's lives. Write down their answers.

Date Completed: _____

Step 6. Research information about how a bill becomes a law and watch this video on YouTube: "I'm Just a Bill" (Schoolhouse Rock)

<https://www.youtube.com/watch?v=SZ8psP4S6BQ>

Date Completed: _____

Step 7: Complete the **Our Government: How a Law Gets Made** worksheet (available on www.nationaljuniorgrange.org in the Passports section)

Date Completed: _____

Step 8: Create a simple flowchart that shows the steps of how a bill becomes a law.

Date Completed: _____

Step 9: Create a "Good Idea for a Law" poster.

Think about something that would make your community, school, or Grange better. Design a colorful poster that shows:

- What your idea for a new law or rule would be
- Why you think it would help people
- Who would benefit from this law
- How you would convince others it's a good idea

Present your poster to your Junior Grange group or family members and listen to their thoughts on your idea.

Date Completed: _____

