

CAREER ACHIEVEMENT AWARD PROGRAM

Click titles to view pages.

CONTENTS

[Introduction](#)

[Application](#)

[Summary of Community Service](#)

CAREER CLUSTERS

[Arts and Humanities](#)

[Aviation](#)

[Business](#)

[Communications](#)

[Engineering](#)

[Fire and Emergency Services](#)

[Health](#)

[Law and Government](#)

[Law Enforcement](#)

[Science](#)

[Skilled Trades](#)

[Social Services](#)



CAREER ACHIEVEMENT AWARD PROGRAM



Background

Learning for Life programs involve active learning and include lots of fun-filled, hands-on activities. Learning for Life promotes the conditions necessary for the growth and development of adolescents. The following are the key components of the Learning for Life Career Achievement Award programs, which allow young people to acquire and be recognized for career proficiency achievement and community service.

Purpose

The purpose of the Learning for Life Career Achievement Award program is to

- Provide direction to Explorers and student participants in individual career proficiency.
- Motivate Explorers and student participants to discover and take on career opportunities.
- Recognize Explorers and student participants for significant community service.
- Give Explorers and student participants distinguished credentials for their résumés.

Requirements

Explorers or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

Recognition

The Learning for Life Career Achievement Award Certificate (No. 32194) has space for both the signatures of both the adult leader and organization head. Certificates are available through the local Learning for Life office as well as through the Supply Division (toll-free phone, 800-323-0732). Adult leaders may purchase a quantity of the certificates and present them as merited.

Qualifying Achievements

Because of the 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 requirements for the Learning for Life Career Achievement Award.

CAREER ACHIEVEMENT AWARD APPLICATION



For the Career Cluster in

- | | |
|--|---|
| <input type="checkbox"/> Arts and Humanities | <input type="checkbox"/> Health |
| <input type="checkbox"/> Aviation | <input type="checkbox"/> Law and Government |
| <input type="checkbox"/> Business | <input type="checkbox"/> Law Enforcement |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Skilled Trades |
| <input type="checkbox"/> Fire and Emergency Services | <input type="checkbox"/> Social Services |

Part 1: Candidate Personal Data

Post/Group No.: _____ Participating Organization: _____

Name: _____ Nickname: _____

Address: _____ P.O. Box: _____

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 or Learning for Life participant. Having been certified by the adult leader for completing the required nine achievements and 50 hours of community service, the Explorer post or Learning for Life group is authorized to purchase and present the Learning for Life Career Achievement Award Certificate.

Learning for Life Office Signature: _____ Date: _____

ARTS AND HUMANITIES CAREER ACHIEVEMENT AWARD

Arts and Humanities Achievements

Name: _____

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

Do nine of the following:

1. Visit a drafting company that has a state-of-the-art computer-aided design (CAD) system to see how the company uses the new technology.

Completed _____

- 2a. Choose a product that you are familiar with. Created an advertising plan for this product, and then design an advertising plan layout.

- 2b. Using your resources, create a clean, attractive tabletop display highlighting your advertising plan for your chosen product.

- 2c. Show your display at your post meeting or another public place.

Completed _____

- 3a. Learn about backstage support for artistic productions.

- 3b. Attend a theater production. Then critique the work of the artist in set design, decoration, and costume design.

Completed _____

4. Render a subject of your choice in any of FOUR ways: pen and ink, watercolor, pencil, pastel, oil, tempera, acrylic, or marker.

Completed _____

5. Write a one-act play that is at least 10 minutes long. It must have a main character, subordinate character, conflict, and a climax.

Completed _____

- 6a. Plan and carve in the round a simple object.

- 6b. Prepare it for finishing.

Completed _____

- 7a. Plan and carve in low relief a design on some simple object.

- 7b. Prepare it for finishing.

Completed _____

8a. See or read three full-length plays. These can be from the stage, movies, television, or video.

8b. Write a review of each, commenting on the story, acting, and staging.

Completed _____

9. Do THREE of the following:

(a) Act a major part in a full-length play; or, act a part in three one-act plays.

(b) Direct a play. Cast, rehearse, and stage it. The play must be at least 10 minutes long.

(c) Design the set for a play. Make a model of it.

(d) Design the costumes for five characters in one play set in a time before 1900.

(e) Show skill in stage makeup. Make up yourself or a friend as an old man or woman, a clown, an extraterrestrial being, or a monster as directed.

Completed _____

10. Make two drawings (using at least 8½-by-11-inch paper) of pottery forms. One must be a recognized pottery type. The other must be of your own design.

Completed _____

11. Using clay, do THREE of the following. You should paint, glaze, or otherwise decorate each.

(a) Make a flat tray or dish.

(b) Make a box, using the slab method.

(c) Make a vase or jar, using the coil method.

(d) Make four different tiles of your own design.

(e) Make a human or animal figurine or decorative design.

(f) Throw a simple vase on a potter's wheel.

(g) Make a pottery form. Help to fire it.

Completed _____

12a. Design a printed piece (flier, T-shirt, program, form, etc.) and produce it.

12b. Explain your decisions for the typeface or typefaces you use and the way you arrange the elements in your design.

12c. Explain which printing process is best suited for printing your design.

12d. If desktop publishing hardware and software are available, identify what hardware and software would be appropriate for outputting your design.

Completed _____

13. Produce the design you created for requirement 12 using one of the following printing processes:

- (a) **Offset lithography:** Make a layout and then produce a plate using a process approved by your Advisor. Run the plate and print at least 50 copies.
- (b) **Screen process printing:** Make a hand-cut or photographic stencil and attach it to a screen that you have prepared. Mask the screen and print at least 20 copies.
- (c) **Electronic/digital printing:** Make a layout in electronic form, download it to the press or printer, and run 50 copies. If no electronic interface to the press or printer is available, you may print and scan a paper copy of the layout.
- (d) **Relief printing:** Prepare a layout or set the necessary type. Make a plate or lock up the form. Use this to print 50 copies.

Completed _____

14. Do one of the following, and then describe the highlights of your visit:

- (a) Visit a newspaper printing plant: Follow a story from the editor to the press.
- (b) Visit a commercial or in-plant printing facility: Follow a job from beginning to end.
- (c) Visit a school's graphic arts program: Find out what courses are available and what the prerequisites are.
- (d) Visit three Web sites on the Internet that belong to graphic arts professional organizations and/or printing-related companies (suppliers, manufacturers, printers): Download product or service information from two of the sites.

Completed _____

15a. Mechanical drafting: Make a scale drawing of some piece of craft work or object.

15b. Use the orthographic projection technique to show at least three views.

15c. Use dimension lines to show the actual size.

Completed _____

16a. Electrical drafting: Draw a schematic of a radio or electronic circuit.

16b. Properly print a bill of materials of the major electronic parts of the radio or circuit.

16c. Use standard drawing symbols for the electronic components.

Completed _____

17a. Using a computer-aided drafting (CAD) system, prepare and plot one of the drawings in requirements 16 and 17.

17b. Create the format (border and title block) on the computer before starting the drawing.

Completed _____

18. Explain and demonstrate the proper elements of a good motion picture.
Completed _____
19. Do the following for a motion picture:
- (a) Tell the story you plan to film. Write the script of the story along with descriptions of the scenes to be shot.
 - (b) Prepare a storyboard for a motion picture (this can be with stick figures and rough sketches).
 - (c) Demonstrate six of the following motion picture shooting techniques: (1) Using a tripod/monopod, (2) panning the camera/following the action, (3) framing, (4) lighting the subject, (5) ensuring quality of light, (6) shooting with a hand-held camera, (7) recording good sound, and (8) editing.
- Completed _____
20. Do ONE of the following, using techniques in planning a program for your post or a school. Start with a storyboard, and complete the requirement by presenting it to your post or class.
- (a) Create a minifeature of your own design using the techniques you have learned.
 - (b) Film or videotape a vignette that could be used to teach someone a new skill.
- Completed _____
21. Research and discuss the jobs related to film or video production: director, producer, audio engineer, video engineer, support crew.
- Completed _____
22. Plan and weave a large basket or tray. Use reed, raffia, or splints.
- Completed _____
23. Weave a seat for a stool or chair. Use cane or rush.
- Completed _____
24. Promote a product or an idea with a picture or pictures.
- Completed _____
25. Research and discuss career opportunities in art.
- Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

AVIATION CAREER ACHIEVEMENT AWARD

Aviation Achievements

Name: _____

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

Do nine of the following:

- 1a. Learn how to preflight a fixed- or rotor-wing aircraft and then show a group how to do it.
- 1b. Show a group the location, and explain the function, of all primary engine and flight controls and instruments found in either a fixed- or rotor-wing aircraft.
- 1c. Take an orientation flight.

Completed _____

- 2a. Explain the meaning of symbols on a sectional chart.
- 2b. Draw and explain a wind triangle diagram to show how to obtain heading and ground speed when given: course, airspeed, wind direction, and wind speed.
- 2c. Explain the general differences between locating position by pilotage, dead reckoning, radio aids, and GPS.

Completed _____

- 3a. Demonstrate how to file a flight plan. Also discuss the requirements for an alternate airport.
- 3b. Using a sectional chart, plot a triangular course with one leg at least 60 miles long. Figure magnetic headings and estimate flight times over well-chosen checkpoints, flying at a given airspeed with a given wind direction and speed. Explain the problem and the solution to a group, bringing out the major reasons for choosing the altitude of each leg and determination of a particular checkpoint.

Completed _____

4. Take down and reassemble an aircraft carburetor or equivalent part.

Completed _____

- 5a. Using cutaway diagrams or actual propellers, show the contrasts between controllable-pitch and fixed-pitch propellers.

OR

- 5b. Assist in repair or reassembly of either type of propeller.

Completed _____

6a. Put on an aviation-oriented program for another post or another community youth group.

OR

6b. Be part of a ground crew for an aviation activity such as orientation flights, hot-air ballooning, or soaring.

Completed _____

7a. Serve as a post officer.

7b. Participate in a post officers' planning session to plan upcoming programs for your post.

7c. Prepare for and lead at least one post program dealing with an aviation career or plan and lead a field trip to learn about an aviation career.

Completed _____

8a. Construct and fly a radio-controlled model airplane.

OR

8b. Build and launch a model rocket. Contact NASA for information on current or past NASA research projects and share it with your post or another group.

Completed _____

9a. Arrange a tour of a Federal Aviation Administration (FAA) facility.

9b. After the tour, lead a post discussion on the function and job requirements of that facility.

Completed _____

10a. Arrange a tour at an airline or airport facility.

10b. Recruit a speaker who is a commercial pilot, flight attendant, aircraft mechanic, ticket agent, airport manager, or other aviation professional for a post meeting. Have the speaker talk about his or her job, career, and education required.

Completed _____

11. Find out what job opportunities are available in aviation. Describe the qualifications and working conditions of one job in which you are interested. Tell what it offers for reaching your goal in life.

Completed _____

12a. Explain the differences in the operation of piston, turbojet, turboprop, and turbofan engines.

12b. Tell six rules of safety to follow around airplanes and airports.

Completed _____

13a. Describe how aviation has affected our world.

13b. Describe some kinds of aircraft in use today.

13c. List at least 10 uses of aircraft.

Completed _____

14. Attend a regional or national aviation conference as a participant or staff member.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

BUSINESS CAREER ACHIEVEMENT AWARD

Business Achievements

Name: _____

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

Do nine of the following:

- 1a. Learn how the stock market works and what makes stocks go up and down.

Completed _____
- 1b. Invest \$100,000 of fictitious money in five to 10 real stocks. Check prices on the stock page of a local newspaper once a week for 12 weeks. Determine economic events, such as interest rates dropping or increase in earnings, etc., that caused increases or decreases in your chosen stocks.
- 1c. After you have tracked your stock for at least 12 weeks, make a presentation to your post, another post, class, or another community group on your experiment, highlighting what your gross dollar and percentage investment gain or loss was.

Completed _____
2. Pick a product that can be sold to people your age. Find out how much money it costs to purchase this product wholesale. Calculate the cost of creating an organization to sell the product. Include the cost of buying, transporting, storing and advertising the product, and paying the sales force. Set a price for the product that will allow the organization to pay operating costs and make a profit. Is the product's price competitive with other organizations selling a similar product? How much of the product must be sold to make a profit?

Completed _____
3. Find out whether your post or group can legally be made into a corporation. Contact an attorney or your state's secretary of state for the necessary legal documents.

Completed _____
4. Contact the Equal Employment Opportunity Commission (EEOC) and get a copy of the rules related to hiring. Collect applications from local businesses and see whether any of the questions on the applications violate EEOC guidelines.

Completed _____
- 5a. Choose a product that you could sell to other people your age. Design an advertising campaign for the product. Use television, radio, print, and point-of-purchase advertising as part of your plan.
- 5b. Make a tabletop display of or presentation on your advertising campaign for your post or group.

Completed _____
- 6a. Put together a sales presentation for an automobile. Decide who the target buying group will be. Decide how you will highlight the car's features and how you might overcome the objections of the potential customer. Do not forget to allow for servicing the car after the customer buys it.

- 6b. Make your sales presentation to another individual. Ask him or her to critique how you did.
Completed _____
7. Tour the computer facility of a local business. See whether they have a mainframe or local area network (LAN) system. Determine whether the business uses commercial software or custom software designed for the business. Does it have document-processing, spreadsheet, and database capability? Ask what information the business keeps in its database and have the manager demonstrate as much of the system as possible.
Completed _____
8. Set up a computer information system for your post. Put your financial records on a spreadsheet. Create a database for your youth participant records, and store all correspondence, meeting minutes, etc. in a word-processing system.
Completed _____
- 9a. Learn the requirements for importing automobiles and/or motorcycles for sales in the United States.
- 9b. Learn the requirements for selling in Mexico a product made in the United States.
- 9c. Share your findings with your post, another post, or a community group.
Completed _____
10. With the help of an accountant, learn to review the annual reports of several companies. Identify and explain the two major financial statements—the income statement and balance sheet.
Completed _____
11. Lead a game of Monopoly for your post, another post, group, home, class, or another community group. Then lead a discussion of the game and have each player discuss whether their technique produced a net income or loss and the amount of assets (land, houses, and cash) they accumulated.
Completed _____
- 12a. Learn how to balance a checkbook or savings book.
- 12b. Open a savings or checking account.
- 12c. Over 90 days, keep your account balanced.
Completed _____
13. Manage the funds for a post activity or other group activity. Collect and disburse funds, give and receive receipts, keep an accurate accounting balance sheet, and then report to the group on how you and they did.
Completed _____
- 14a. Read and explain the annual report of a company.
- 14b. Write a business plan for a new company.
- 14c. Explain the use of the Internet as a business component.
Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

COMMUNICATIONS CAREER ACHIEVEMENT AWARD

Communications Achievements

Name: _____

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

Do nine of the following:

1a. Develop a plan to teach a communication skill (such as make a speech, introduce a speaker, etc.) approved by your Advisor.

1b. Create and make teaching several aids.

1c. Teach your skill to an individual, your post, a community group, or another group.

1d. Have your Advisor check to see whether the learner or learners have learned the skill.

Completed _____

2a. Pick an item or product to sell.

2b. Build a sales plan based on the item's positive points.

2c. Try to "sell" post members on buying the item from you.

2d. Reflect with the post members at a post meeting about how well you did.

Completed _____

3a. Demonstrate and practice how you would make a telephone call inviting someone who is an expert (in the field of your choice) to give a demonstration on their skill at a post meeting.

3b. Actually call an expert or consultant and ask him or her to make a presentation or demonstrate a skill at a post meeting.

3c. Greet this presenter before your post meeting.

Completed _____

4. Learn how to introduce a guest speaker, and then introduce a guest speaker at your post meeting or another group meeting of your choice, such as in your class, youth group, or community group meeting.

Completed _____

5a. Write a five-minute speech. Practice the speech, and then give it at a post meeting or another group of your choice.

OR

5b. Develop a presentation of at least five minutes on the skill that you have developed, and then make a presentation of your skill to your post, school group, or another community group.

Completed _____

6. As a facilitator, conduct a character education activity on an issue relevant to teens with a group of your choice such as your post, your class, or a club. Record your observations of the group and the process. Make a report from your notes at a post meeting.

Completed _____

7a. Prepare a news release for an upcoming post activity or special program and give it to the post officers for approval. Distribute the news release to local media.

OR

7b. Prepare a news release for an upcoming activity or special program for a group such as your post, your school class, or another group. Make sure you get approval before you release it to the media.

Completed _____

8. Develop a plan to make news or newsworthy opportunities for your post or another group approved by your officers. Use one of the following ways to create news: (a) Stage an event; (b) work with a newspaper, radio, or TV station on a project; (c) arrange an interview with the post Advisor; (d) organize an awards presentation in the post; (e) tie in to a well-known week or day; (f) organize a tour.

Completed _____

9. Produce for your council, post, or group of your choice a public service announcement (PSA) approved by your Advisor. Take a color slide, photo, or video clip that is an interesting representation of what you are promoting, develop a brief script, and submit both to the public service director of a local media outlet.

Completed _____

10a. Prepare a personal résumé that you would use in applying for a job.

10b. Have a friend act as an interviewer while you role-play an interview for a job.

10c. Discuss with two adults what they did to prepare for their careers, what they think is important to include on a résumé, and what they think is important when interviewing. Let them critique your résumé.

10d. Research careers in the field of communications or public relations. Write a one-page statement on the education, skills, and training needed for one that you are interested in. Talk over with your Advisor or make a brief presentation to your post on what you have discovered.

Completed _____

11. Write a review on how communications affect the day-to-day activities of individuals and the public.

Completed _____

- 12a. Write to the editor of a magazine or your local newspaper to express your opinion or share information on a subject of your choice.
Completed _____
- 12b. Write to an individual or organization to request information on a subject of your choice.
Completed _____
13. Create a Web page for yourself or to give information about your Explorer post, group, school class, or another organization. Include at least one article and one photograph or illustration.
Completed _____
14. Attend a regional or national communications conference as either a staff member or participant.
Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

ENGINEERING CAREER ACHIEVEMENT AWARD

Engineering Achievements

Name: _____

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

Do nine of the following:

1a. Build a switch magic project.

1b. Display and demonstrate your project at a post meeting or in another public place.

Completed _____

2a. Build a small Jacob's ladder (high-voltage arc).

2b. Demonstrate your project at a post meeting, community group, class, or other group meeting.

Completed _____

3a. Learn soldering techniques by building a self-contained, solid-state signal injector that will enable you or another person to troubleshoot the simple way.

3b. Demonstrate what you have learned about soldering to your post, another post, a community group, or another group.

Completed _____

4. Build an ohmmeter that will show a person's grip strength and display it.

Completed _____

5a. Build a model of a space station.

OR

5b. Make a tabletop display on the concept for a space station. Show the display at your post or another group meeting.

Completed _____

6. Tour a manufacturer of soft and/or hard goods, such as automobiles, radios, TVs, paint, oil and gas, batteries, etc. Share what you see and/or learn with other Explorers or students.

Completed _____

7. Learn how to construct electronic dice in which, when the "roll" button is depressed, all 14 LEDs go on, and then a "roll-down" similar to the effect obtained when regular dice are thrown.

Completed _____

8. Learn and teach other Explorers, students, or youth groups how to construct a model bridge out of basswood and glue.

Completed _____

9a. Either participate in or organize and lead a contest to construct a paper airplane and test it in three areas: weight, time aloft, and aesthetic design.

OR

9b. Either participate in or organize and lead a contest to build vehicles propelled by a mouse trap spring or a rubber band.

Completed _____

10. Design a playground set, bench area, garden trail, pedestrian bridge, or pavilion for a park, school, retirement home, etc. If possible, build your project.

Completed _____

11. Tour a construction site with an engineer. Discuss various jobs done on the site. What are the steps in the construction process? What role did a civil engineer play? Other engineers? Ask about the inspection process.

Completed _____

12. Explain the work of six of the following types of engineers: civil, mechanical, chemical, electrical, industrial, agricultural, aeronautical, mining, astronomical, metallurgical, nuclear, biomedical, ceramic, and petroleum.

Completed _____

13. With your Advisor's or teacher's advice, select a subject to research in engineering. Research publications and interview experts. Tell what you learned and where you got the facts.

Completed _____

14. Visit five Internet Web sites to discover three new trends in computers or computer programming. Or find out about five engineering professional organizations. Write about the three new trends or the five organizations in a two-page report for your adult leader.

Completed _____

15. Obtain information on five colleges or universities that offer engineering as a major course of study. Prepare a presentation for your post that includes (a) what engineering programs are offered, (b) what the admission requirements are, and (c) what the graduation requirements are for a bachelor's degree. Have the college mail information to you so you can share it with other Explorers, high school students, or another group.

Completed _____

16. Attend a regional or national engineering conference as a staff member or participant.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

FIRE AND EMERGENCY SERVICES CAREER ACHIEVEMENT AWARD

Fire and Emergency Services Achievements

Name: _____

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

Do nine of the following:

- 1a. Learn the basic chemistry of fire.
- 1b. Diagram the fire triangle and tetrahedron using simple visual aids.
- 1c. Explain the different products of combustion.
- 1d. Define the three physical stages of matter in which fuels are commonly found.
- 1e. Explain the differences between the characteristics and ease of ignition.
- 1f. Make a tabletop display or presentation for your post, another post, your group, or another community group.

Completed _____

- 2a. Visit our local emergency communications center.

- 2b. Discuss the operations and career opportunities.

Completed _____

- 3a. Demonstrate to a group the three physical stages of matter using a spray bottle or aerosol can, a wooden block, and fuel oil.

- 3b. Identify three products of combustion commonly found in structural fires that create a similar hazard.

Completed _____

- 4a. Share with others the different classifications of portable fire extinguishers and the fuels they are able to extinguish.

- 4b. Demonstrate that you know how to properly and safely use a portable fire extinguisher.

Completed _____

- 5a. Identify different types of approved personal protective equipment that firefighters wear.
Completed _____
- 5b. Make a tabletop display for or presentation to a group on the various components of personal bunker gear—what each component’s function is, and how to properly maintain it.
- 5c. Demonstrate the use of a self-contained breathing apparatus.
Completed _____
6. Learn and then teach someone else how to use and tie service knots: a bowline, a clove hitch, a figure eight on a bight, a becket or sheet bend, an overhand safety knot, and a half hitch.
Completed _____
7. Complete the American Red Cross Emergency Response or Emergency (EMT-B) Medical Technicians Basic Course.
Completed _____
- 8a. Learn how to protect your skin, eyes, and respiratory tract from the environment.
- 8b. Identify and explain three personal preparations rescuers are required to make to avoid physical threats to rescue operations and to increase the chances of rescuer survival.
- 8c. Know the proper clothing, headgear, and footwear for search and rescue.
Completed _____
- 9a. Learn the proper use of shelter and lighting for the most effective search-and-rescue environment.
- 9b. Know how the environment can influence a search and components of a rescue.
- 9c. Learn about and describe the initial actions for any rescue situation.
Completed _____
10. Participate in a mock disaster.
Completed _____
11. Attend a regional or national emergency services conference.
Completed _____
12. Participate in an actual or practice search-and-rescue operation.
Completed _____
13. Learn about and demonstrate the proper way to use and maintain fire hoses and ladders.
Completed _____
14. Tenure—Awarded to those Explorers who complete one year of satisfactory service to the post.
Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

HEALTH CAREER ACHIEVEMENT AWARD

Health Achievements

Name: _____

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

Do nine of the following:

1a. In writing, tell what is meant by the term “primary care” with regard to a medical specialty. Briefly describe in your written report the types of work physicians do in the following “core” primary care specialties:

- (1) Internal medicine
- (2) Family practice
- (3) Obstetrics/gynecology
- (4) Pediatrics
- (5) Psychiatry
- (6) Surgery

1b. Describe the additional educational requirements for these specialties.

1c. Make an oral presentation to your post, class, or another group, sharing the above information.

Completed _____

2. Lead a discussion in a group or make a presentation to a group on the following topics:

- (a) The roles medical societies, the insurance industry, and the government play in influencing the practice of medicine in the United States.
- (b) How your state monitors the quality of health care within its borders, and how it provides care to those who do not have health insurance.

Completed _____

3a. Research the differences in the health care delivery systems of the United States, Canada, and Mexico.

3b. Using your research, make a presentation to your post, another post, a community group, your school class, or another group.

Completed _____

4. Complete the American Red Cross course First Aid—Responding to Emergencies.

Completed _____

5a. Study careers in dentistry. What are the different specialties in dentistry and what do such specialists do? Report what you learned in either a display or presentation to your post or another group.

OR

5b. Prepare a four-part outline on jobs in dentistry. Under the headings “dentist,” “dental hygienist,” “dental assistant,” and “dental laboratory technician,” list the kinds of duties, education needed, costs of education, length of training, and other information about these jobs. Report what you have learned in either a display or presentation to your post or another group.

Completed _____

6a. Describe two different kinds of work that a neurologist, pathologist, and geriatrics specialist do.

6b. Explain the differences in college courses for training each of these workers.

6c. Call and recruit a neurologist, pathologist, and geriatrics specialist to give a presentation on his or her career to your post.

Completed _____

7a. Research five diseases of animals that can be transmitted to humans.

7b. Make a presentation to your post or another group on your findings.

OR

7c. Make arrangements for your post to visit and tour a veterinary clinic or hospital.

Completed _____

8. Individually or with your post, visit your city, county, or state public health agency. Make a presentation to your post, class, or another group including the following topics:

(a) How these services affect people.

(b) Identify the four leading causes of death (mortality) in your community for any of the past five years. Compare these with the four leading causes of hospital admissions (morbidity) in your community. How is the public health agency you visited involved in trying to reduce both the mortality and morbidity of these leading causes of illness and disability?

Completed _____

9. Individually or with your post, visit a restaurant kitchen or another commercial food service facility and observe food preparation, handling, and storage. Find out the following:
- (a) How can foods become contaminated?
 - (b) What conditions allow microorganisms to increase in food?
 - (c) How can microorganisms in food be killed?
 - (d) How should dishes and utensils be washed in restaurants or at home?

Completed _____

10a. Determine how you would obtain emergency medical assistance from your home, on a wilderness camping trip, and during an activity on open water.

10b. Prepare a first aid kit for your home. Display and discuss its contents with your family.

10c. Make a presentation to your family, post, or another group on how to prepare for household emergencies and how to prepare a home first aid kit.

Completed _____

11. Discuss with your Advisor or other post consultant the influence that eight of the following people or events had on the history of medicine:

- | | |
|--------------------------------|-----------------------------|
| (a) Hypocrites | (i) Joseph Lister |
| (b) The invention of gunpowder | (j) Robert Koch |
| (c) William Harvey | (k) Wilhelm Conrad Roentgen |
| (d) Antonie Van Leeuwenhoek | (l) Marie and Pierre Curie |
| (e) Edward Jenner | (m) Walter Reed |
| (f) Florence Nightingale | (n) Karl Landsteiner |
| (g) Louis Pasteur | (o) Alexander Fleming |
| (h) Gregor Mendel | (p) Jonas Salk |

Completed _____

12. Explain the Hippocratic oath to your Advisor or teacher and compare the original version to a more modern one. Discuss to whom those subscribing to the original version of the oath owe the greatest allegiance.

Completed _____

13. Serve as a volunteer at a health-related event or facility in your community (e.g., blood drive, "health fair," blood pressure screening, etc.).

Completed _____

14. Attend a regional or national health careers conference.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

LAW AND GOVERNMENT CAREER ACHIEVEMENT AWARD

Law and Government Achievements

Name: _____

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

Do nine of the following:

1. Learn the definition of *law*. Tell some of its sources. What are the sources of United States law and your state's law? Describe functions of the court system.

Completed _____

2. Make a presentation to your post or another group covering the Code of Hammurabi, the Justinian Code, and the Magna Carta.

Completed _____

3. Make a presentation to your post or another group covering the development of the jury system.

Completed _____

4. Make a presentation to your post or another group covering two famous trials in history.

Completed _____

5. Visit an attorney or judge. Find out about civil law and criminal law and the main differences between them. Ask for examples of each. Ask the attorney or judge about his or her career, work schedule, and educational background.

Completed _____

6. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Go to a law enforcement officer in your neighborhood and ask him or her about his or her responsibilities and duties. Discuss your findings with your post, class, or another group.

Completed _____

7. Learn how to make or write a legal contract. Learn about laws that have been passed to protect consumers and sellers. Find out the name of at least three organizations that help protect consumers.

Completed _____

8. Visit a civil or criminal court. Write 250 words or more on what you saw.

Completed _____

9. Plan and conduct a mock trial with your post, a community group, a school class, or another youth group. After the trial is over, discuss it with the group.

Completed _____

10. Arrange a visit with a lawyer who works for a business, bank, title company, or government. Find out his or her duties and responsibilities. Report what you learn to your post, a school class, or another community youth group.

Completed _____

11. Find out the requirements for becoming a lawyer in your state.

Completed _____

12. Describe how judges are selected in your state.

Completed _____

13. Make a tabletop display highlighting at least 15 jobs that deal with some aspect of law or legal processes. Note which you prefer and why. Display at a post meeting or in another public place.

Completed _____

14. Visit your city, county, or other municipality manager to find out the service he or she oversees. Ask about relationships with the elected leadership. Ask about budgets and expenditures. Ask about the educational background of the manager.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant 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 CAREER ACHIEVEMENT AWARD

Law Enforcement 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 preapproved 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 (NRA)/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

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

SCIENCE CAREER ACHIEVEMENT AWARD

Science Achievements

Name: _____

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

Do nine of the following:

1. Make three-dimensional models of the atoms of the three isotopes of hydrogen. Show neutrons, protons, and electrons. Make a presentation at a post meeting, community youth group, school class, or other group meeting using these models to explain the difference between atomic weight and number.

Completed _____

2. Write a 500-word essay telling who any five of the following people were and explain what each of the five discovered in the field of atomic energy. Also, explain how any one person's discovery was related to another person's work. Henri Becquerel, Niels Bohr, Marie Curie, Albert Einstein, Enrico Fermi, Otto Hahn, Ernest Lawrence, Lise Meitner, Wilhelm Roentgen, and Ernest Rutherford.

Completed _____

- 3a. Build an electroscope. Put a radiation source on or near the terminal.

- 3b. Demonstrate at your post meeting or another youth group meeting how it works. Explain any difference seen. Explain how you made the electroscope.

Completed _____

- 4a. Build a model of a reactor.

- 4b. Make a presentation to your post or another youth group explaining how the reactor works. Explain the function of the fuel, the control rods, the shielding, the moderator, and any cooling material. Explain how a reactor could be used to change nuclear energy into electrical energy or make things radioactive.

Completed _____

- 5a. Make and use a simple electromagnet.

- 5b. Show magnetic attraction and repulsion.

- 5c. Make a presentation to your post, your class, or another youth group explaining how to use the knowledge you have acquired about magnetic attraction and repulsion.

OR

- 5d. Create a tabletop display using the knowledge you have acquired about magnetic attraction and repulsion and display it at a post meeting, in your classroom, or in other public area.

Completed _____

6. With your post, another community youth group, or your school class, define *chemistry* and tell what chemicals are. Cover the following topics:

- (a) Explain the difference between atoms and molecules and between compounds and mixtures.
- (b) Prepare and present a list of 10 chemicals found in your home and explain their uses.
- (c) Tell the difference between a chemical reaction and a physical change.
- (d) Tell how chemicals in your home are safely stored and how to dispose of them safely.

Completed _____

7a. Learn about and be able to define *inorganic chemistry*.

7b. Carry out an experiment to show three different ways of protecting iron or steel from rusting.

7c. Tell why aluminum doesn't rust the way iron does.

7d. Do an experiment in which one metal makes another metal deposit from solution.

7e. Explain what takes place in terms of the activity series of metals.

Completed _____

8a. Make a presentation to your post or another group on ONE of the following:

- (a) The formula for ozone. Tell where ozone is found. Tell how it is a pollutant but also necessary for a healthy environment.
- (b) The formula for carbon dioxide. Tell how it can cause the greenhouse effect.
- (c) The formula for sulfur dioxide. Explain what acid rain is. What does pH measure? Measure the pH of rain or a body of water near your home. Tell how acid rain can be prevented.

OR

8b. Make a tabletop display using (a), (b), and (c) above. Display at your post meeting or in another public place.

Completed _____

9. Demonstrate the flow of heat energy. Use your demonstration with your post or another group to explain in your own words the ideas of heat, temperature, kinetic energy, calorie, and the laws of thermodynamics.

Completed _____

10. Make presentations to your post or another group giving an example of each of the following forms of energy: heat, light, mechanical, electrical, chemical, and atomic. Prepare a table showing devices for each of the forms of energy that will convert each into another form of energy. Describe the idea of trade-offs in energy use.

Completed _____

11a. Write a 500-word essay listing the main salts, gases, and nutrients in seawater. Describe some important properties of water. Tell how the animals and plants of the ocean affect the chemical composition of seawater. Explain how differences in evaporation and precipitation affect the salt content of the oceans.

OR

11b. Make a presentation of the topics above to your post or another group.

Completed _____

12. Do materials science experiments to show the differences in strength and heat conductivity of wood, plastic, and metal. Explain how this affects building design. Discuss what you have learned with your post, your class, or another group.

Completed _____

13. Develop a project that would help solve an environmental problem, reduce a negative environmental effect, or increase environmental awareness in your community. Include plans for a specific project that your Explorer post, your school class, or another community group could do.

Completed _____

14. Attend a regional or national science career conference as either a staff member or a participant.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

SKILLED TRADES CAREER ACHIEVEMENT AWARD

Skilled Trades Achievements

Name: _____

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

Do nine of the following:

1a. Identify five different kinds of wood and state each wood's characteristics and suitability for different purposes.

1b. Make a tabletop display or presentation on this subject to your post, another post, or a community youth group.

Completed _____

2a. Learn how to use five different hand tools and demonstrate their use to a group.

2b. Demonstrate the safe use of common power tools, such as an electric drill, power saw, sander, or nail gun.

2c. Learn and demonstrate important safety features of various power tools.

Completed _____

3a. Learn how and then demonstrate how to properly care for tools.

3b. Learn how to sharpen a chisel or plane.

3c. Learn how to sand wood manually and with a power sander.

3d. Learn how to make a simple 45-degree miter cut, and then learn how to make a compound miter cut.

Completed _____

4a. Build a shelf, birdhouse, flower box, or other wood project using hand tools.

4b. Lead a community youth group, school class, or day-care center group in building a wood project.

Completed _____

5a. Learn and demonstrate how to read blueprints.

5b. Design a blueprint for a personal project or help another Explorer or youth develop a blueprint.

Completed _____

6a. Tour a residential or commercial job site to watch carpenters at work, or work as an assistant for a day.

OR

6b. Work on a construction project, such as one for Habitat for Humanity.

Completed _____

7a. Learn and demonstrate mechanical drawing skills by making detailed drawings of a mechanical device.

7b. Visit a drafting company that uses a computer-aided design (CAD) system to see how computers are used in design work.

Completed _____

8a. Make a schematic drawing that explains how hot and cold water pipes work in your home.

8b. Learn how to protect pipes from freezing in cold weather.

8c. Learn the advantages and disadvantages of using PVC and copper pipe for plumbing purposes. Determine code requirements for using these materials in your area.

8d. Make a tabletop display or presentation for a group on this subject.

Completed _____

9a. Arrange a tour of a Federal Aviation Administration (FAA) facility.

9b. After the tour, lead a post discussion on the function and job requirements of that facility.

Completed _____

10a. Learn how manual and automatic automobile transmissions work.

10b. Learn how the entire drive train of an automobile works.

Completed _____

11a. Take down and reassemble a carburetor or equivalent part.

11b. Learn the function of several different tools mechanics use, including computer diagnostic equipment.

Completed _____

12a. Develop a plan to use your acquired skilled trades' skills to help your community, such as building or fixing something in a day-care center, school, or community center.

OR

12b. Use your skilled trades' skills as a volunteer on a Habitat for Humanity project or similar construction project.

Completed _____

13. Explain 10 electrical terms, such as *volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, circuit, or short circuit.*

Completed _____

14. Attend a regional or national skilled trades career conference as either a staff member or a participant.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.

SOCIAL SERVICES CAREER ACHIEVEMENT AWARD

Social Services Achievements

Name: _____

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

Do nine of the following:

1a. Interview a teacher, guidance counselor, or administrator to find out what attracted that person to a profession in education.

1b. Find out what education is required to be a teacher, a guidance counselor, and an administrator. Also find out about the availability of teaching positions in your community and state.

Completed _____

2a. Research the correlation between student achievement and teacher expectation. Example: Do teachers expect less from low-income students? Do teachers' high expectations produce high performance levels regardless of social or economic standing?

2b. Using your findings, make a tabletop display or presentation to a group, such as your post, another post, or other community group.

Completed _____

3a. Find out what it takes to be a foreign exchange student or to host a foreign exchange student.

3b. Become a foreign exchange student, host a foreign exchange student, or interview someone who is or has been a foreign exchange student to find out about his or her experiences.

3c. Find out which state has the most foreign exchange students and which countries the United States sends the most students to. Then find out which country sends the most students to the United States.

Completed _____

4a. Arrange to tour at least one other school in a different social environment than yours, such as an inner-city, rural, suburban, or private school.

4b. List similarities and dissimilarities to your school. Identify problem areas you noticed and possible solutions.

Completed _____

5a. Be a teacher's aide on a class trip or outing for younger children.

OR

5b. Lead a young children's group, such as a kindergarten class, elementary class, or others, on a nature trail, outdoor activity, or day camp.

OR

5c. Tutor the children of migrant workers, youth in a disadvantaged community, or someone learning to read.

Completed _____

6a. Learn how much money your community, state, and nation spend on education. What are the revenue sources for this money? Are there restrictions on how the money is spent?

6b. Research the origins of the public school system. Have the purposes of public education changed since its beginning?

Completed _____

7a. Research how your school district is governed. Is your superintendent appointed or elected? Are your school board members appointed or elected?

7b. Interview a school board member or superintendent to find out about his/her job and responsibilities.

7c. Attend a school board meeting.

Completed _____

8a. Pick out any simple skill, such as brushing your teeth, driving a car, making a bed, or balancing a checkbook. Make a teaching outline and then teach a class or group about the subject. Have them critique your teaching skills.

OR

8b. Attend a class or seminar that teaches teaching/presentation skills.

Completed _____

9a. Attend a theater production. Write a critique on the work in the area of set design, decorations, and costume design.

OR

9b. Produce and direct a play or puppet show for a group of younger children, such as a day-care center, kindergarten class, or elementary class.

Completed _____

10a. Learn how computers help your schoolwork.

10b. Make a tabletop display for your class or school on the importance and use of computers in the school environment.

Completed _____

11a. Interview two people other than teachers or school administrators and find out the following: Where were they educated? What were they trained in? How did this help prepare them for the life they now live? Find out how each continues to educate himself or herself.

11b. Write a report on your findings.

Completed _____

12a. Choose ONE of the following activities and devote at least four hours of service to that activity:

- (a) Read to a sick, blind (contact the American Foundation for the Blind at 1-800-232-5463), or homebound person in a hospital or extended-care facility.
- (b) Perform volunteer work at your school or public library.
- (c) Read stories to younger children, in a group or individually.
- (d) Help with a literacy program (for information, contact the National Institute for Literacy: 800 Connecticut Avenue NW, Suite 200, Washington, DC 20006; phone—1-800-228-8813; Web site—<http://novel.nifl.gov>) and discuss your participation with your Advisor.

Completed _____

Resources

Explorer Leader Handbook (No. 34637A) and Learning for Life Web site (www.learning-for-life.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 or Learning for Life participants 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 or adult high school Learning for Life group leader certifies that each Explorer or Learning for Life participant has satisfactorily performed 50 hours of community service and verifies that each candidate has completed at least nine achievements within the career cluster.