

# EXPLORING™

## CAREER ACHIEVEMENT AWARD PROGRAM

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# INTRODUCTION

## BACKGROUND

Exploring programs involve active learning and include lots of fun-filled, hands-on activities. Exploring promotes the conditions necessary for the growth and development of adolescents. The following are the key components of the 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 Career Achievement Award program is to

- Provide direction to Explorers registered in a post in individual career proficiency.
- Motivate Explorers to discover new career opportunities.
- Recognize Explorers for significant community service.
- Give Explorers distinguished credentials for their résumés.

## REQUIREMENTS

Explorers can earn a Career Achievement Award in one or all of the 12 career fields. To earn a Career Achievement Award, the candidate must provide 50 hours of community service and complete any nine career achievements. The adult leader 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.

**NOTE:** Only Explorers registered in a post can qualify for this award. Explorers registered in a club can qualify for the Career Awareness Award.

## RECOGNITION

The Career Achievement Award Certificate, SKU 639678, has space for signatures of both the adult leader and the organization head. Certificates are available through your local Exploring office. Adult leaders may present them as merited.

## QUALIFYING ACHIEVEMENTS

Due to the flexible nature of the program, adult leaders are permitted a reasonable degree of latitude in substituting appropriate achievements that serve to meet the requirements for the Career Achievement Award.

# CAREER ACHIEVEMENT AWARD APPLICATION

Submit this application along with the service hours log and career achievement checklists to your unit leader to complete the award process. Upon approval you will receive the Career Achievement Award Certificate. (Tip: Include a copy of your certificate in college, job, and scholarship applications.)

## PART ONE CANDIDATE PERSONAL DATA

POST NO.	PARTICIPATING ORGANIZATION	
NAME	NICKNAME	
ADDRESS	P.O. BOX	
CITY	STATE	ZIP CODE
EMAIL		
HOME PHONE	BIRTH DATE	

## PART TWO 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 Exploring Career Achievement Award and has my approval for recognition of this significant accomplishment.

ADULT LEADER	DATE
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# CAREER ACHIEVEMENT AWARD SERVICE HOURS LOG

NAME

POST NO.

A minimum of 50 service hours at any number of nonprofit organizations in your community is required to earn the Career Achievement Award.

Description of Activity	Total Hours	Service Performed For	Supervisor Signature and Phone No.
Grand Total of Hours:			



# ARTS & HUMANITIES CAREER ACHIEVEMENT CHECKLIST

NAME \_\_\_\_\_

POST NO. \_\_\_\_\_

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

1. Visit a drafting company that has a state-of-the-art computer-aided design (CAD) system to see how the company uses this technology.
- 2a. Choose a product that you are familiar with. Create 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.
- 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.
4. Render a subject of your choice in any FOUR of the following ways: pen and ink, watercolor, pencil, pastel, oil, tempera, acrylic, or marker.
5. Write a one-act play that is at least 10 minutes long. The play must have a main character, subordinate character, conflict, and a climax.
- 6a. Plan and carve in the round a simple object.
- 6b. Prepare it for finishing.
- 7a. Plan and carve in low relief a design on some simple object.
- 7b. Prepare it for finishing.
- 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.

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE 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 the set.
  - (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.

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DATE COMPLETED

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

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DATE 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.

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DATE 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.

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DATE 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 adult leader. 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.

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DATE 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 websites 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED

17a. Using a computer-aided drafting (CAD) system, prepare and plot one of the drawings in requirements 15 and 16.

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

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DATE COMPLETED

18. Explain and demonstrate the proper elements of a good motion picture.

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DATE 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.

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DATE 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 mini feature 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.

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DATE COMPLETED

21. Research and discuss these jobs related to film or video production: director, producer, audio engineer, video engineer, support crew.

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DATE COMPLETED

22. Plan and weave a large basket or tray. Use reed, raffia, or splints.

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DATE COMPLETED

23. Weave a seat for a stool or chair. Use cane or rush.

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DATE COMPLETED

24. Promote a product or an idea with a picture or pictures.

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DATE COMPLETED

25. Research and discuss career opportunities in art.

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DATE COMPLETED





# AVIATION CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

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

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED

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

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DATE COMPLETED



# BUSINESS CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 1a. Learn how the stock market works and what makes stocks go up and down.
- 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, a class, or another community group on your experiment, highlighting what your gross dollar and percentage investment gain or loss was.
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?
3. Find out whether your post can legally be made into a corporation. Contact an attorney or your state's secretary of state for the necessary legal documents.
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.
- 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.

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED

11. Lead a game of Monopoly for your post, another post, home, class, or a 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED



# COMMUNICATIONS CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 1a. Develop a plan to teach a communication skill (such as making a speech, introducing a speaker, etc.) approved by your adult leader.
- 1b. Create and make several teaching aids.
- 1c. Teach your skill to an individual, your post, a community group, or another group.
- 1d. Have your adult leader check to see whether the learner or learners have learned the skill.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED

- 5a. Write a five-minute speech. Practice the speech, and then give it at a post meeting or to 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.

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DATE 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 or class. Record your observations of the group and the process. Make a report from your notes at a post meeting.

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DATE 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.

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DATE 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 adult leader; (d) organize an awards presentation in the post; (e) tie in to a well-known week or day; (f) organize a tour.

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DATE COMPLETED

9. Produce for your council, post, or group of your choice a public service announcement (PSA) approved by your adult leader. 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.

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DATE 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 adult leader or make a brief presentation to your post on what you have discovered.

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DATE COMPLETED

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

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DATE 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.

- 12b. Write to an individual or organization to request information on a subject of your choice.

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DATE COMPLETED

13. Create a webpage for yourself or to give information about your Explorer post, school class, or another organization. Include at least one article and one photograph or illustration.

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DATE COMPLETED

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

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DATE COMPLETED



# ENGINEERING & TECHNOLOGY CAREER ACHIEVEMENT CHECKLIST

NAME

POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 1a. Build a switch magic project.
- 1b. Display and demonstrate your project at a post meeting or in another public place.
- 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.
- 3a. Learn soldering techniques by building a self-contained, solid-state signal injector.
- 3b. Demonstrate what you have learned about soldering to your post, another post, a community group, or another group.
4. Build an ohmmeter that will show a person's grip strength and display it.
- 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.
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.
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.
8. Learn and teach other Explorers or youth groups how to construct a model bridge out of basswood and glue.

DATE COMPLETED

DATE COMPLETED

DATE COMPLETED

DATE COMPLETED

DATE COMPLETED

DATE COMPLETED

DATE COMPLETED

DATE 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.
- 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.
- 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.
- 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.
- 13. With your adult leader's advice, select a subject to research in engineering. Research publications and interview experts. Tell what you learned and where you got the facts.
- 14. Visit five websites 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.
- 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 or another group.
- 16. Attend a regional or national engineering conference as a staff member or participant.

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED

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DATE COMPLETED





# FIRE & EMS CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 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, or a community group.
- 2a. Visit your local emergency communications center.
- 2b. Discuss the operations and career opportunities at the center.
- 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.
- 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.
- 5a. Identify different types of approved personal protective equipment that firefighters wear.
- 5b. Make a tabletop display for or presentation to a group on the various components of personal bunker gear, including what each component's function is and how to properly maintain it.

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DATE COMPLETED

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DATE COMPLETED

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| 5c. Demonstrate the use of a self-contained breathing apparatus.   | _____<br>DATE 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. | _____<br>DATE COMPLETED |
| 7. Complete the American Red Cross Emergency Response or Emergency (EMT-B) Medical Technicians Basic Course.   | _____<br>DATE COMPLETED |
| 8a. Learn how to protect your skin, eyes, and respiratory tract from the environment.  |                         |
| 8b. Identify and explain three personal preparations that 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.  | _____<br>DATE 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.   | _____<br>DATE COMPLETED |
| 10. Participate in a mock disaster.  | _____<br>DATE COMPLETED |
| 11. Attend a regional or national emergency services conference.   | _____<br>DATE COMPLETED |
| 12. Participate in an actual or practice search-and-rescue operation.  | _____<br>DATE COMPLETED |
| 13. Learn about and demonstrate the proper way to use and maintain fire hoses and ladders.   | _____<br>DATE COMPLETED |
| 14. Tenure—Awarded to those Explorers who complete one year of satisfactory service to the post.   | _____<br>DATE COMPLETED |



# HEALTH CARE CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 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, and (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.
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.
- 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.
4. Complete the American Red Cross course First Aid–Responding to Emergencies.
- 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,

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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.

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DATE 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.

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DATE 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.

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DATE 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 the morbidity of these leading causes of illness and disability?

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DATE 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?

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DATE 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.

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DATE COMPLETED

11. Discuss with your adult leader the influence that EIGHT of the following people or events had on the history of medicine:

- |                                |                             |
|--------------------------------|-----------------------------|
| (a) Hippocrates                | (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              |

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DATE COMPLETED

12. Explain the Hippocratic Oath to your adult leader 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.

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DATE 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.).

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DATE COMPLETED

14. Attend a regional or national health careers conference.

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DATE COMPLETED



# LAW & GOVERNMENT CAREER ACHIEVEMENT CHECKLIST

NAME \_\_\_\_\_

POST NO. \_\_\_\_\_

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

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.
2. Make a presentation to your post or another group covering the Code of Hammurabi, the Justinian Code, and the Magna Carta.
3. Make a presentation to your post or another group covering the development of the jury system.
4. Make a presentation to your post or another group covering two famous trials in history.
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.
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.
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.
8. Visit a civil or criminal court. Write 250 words or more on what you saw.
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.

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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.

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DATE COMPLETED

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

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DATE COMPLETED

12. Describe how judges are selected in your state.

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DATE 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.

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DATE 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.

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DATE COMPLETED



# LAW ENFORCEMENT CAREER ACHIEVEMENT CHECKLIST

NAME \_\_\_\_\_

POST NO. \_\_\_\_\_

The Law Enforcement Career Achievement Award recognizes Explorers who have completed select achievements and engaged in various practical experiences that will assist them in making an informed decision about a career in law enforcement or a related profession in the field of criminal justice. Explorers must complete nine of the following achievements in order to qualify for the award. Achievements annotated with an asterisk (\*) are required to earn the award.

1. \*Earn the Law Enforcement Training Proficiency Award.
2. Complete a certified Law Enforcement Exploring Advanced Training program. Certification requirements for agencies or organizations providing basic and/or advanced Law Enforcement Exploring training are outlined in the Law Enforcement Exploring section of the Exploring website.
3. \*Earn the Community Service Proficiency Award. **Note:** The 100 hours of community service mandated for this award exceeds the level of community service required for the Career Achievement Award for all Exploring career interest programs.
4. \*Earn the Law Enforcement Exploring Physical Fitness Proficiency Award. **Note:** An Explorer who is unable to earn this award due to a medical condition or physical disability can fulfill this achievement by reviewing information in the Cognitive Assessment Study Guide for this award, passing the Cognitive Assessment test with a minimum score of 90 percent, and making a presentation to the post on the importance of physical fitness, proper nutrition, and stress management for law enforcement officers.
5. Earn the Crime Prevention Proficiency Award. **Note:** The mandated 25 hours of service in support of sponsoring agency crime prevention projects can be applied to the 100 hours of service required for the Community Service Proficiency Award.

DATE COMPLETED \_\_\_\_\_

ADULT LEADER INITIALS \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_

ADULT LEADER INITIALS \_\_\_\_\_

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ADULT LEADER INITIALS \_\_\_\_\_



6. \*Earn the Law Enforcement Service Proficiency Award. **Note:** The required 25 hours of service required for the Crime Prevention Proficiency Award can be applied to the 100 hours of service required for the award.

DATE COMPLETED	ADULT LEADER INITIALS
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7. \*Earn the Emergency Preparedness Proficiency Award.

DATE COMPLETED	ADULT LEADER INITIALS
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8. Earn the Firearms Training Proficiency Award.

DATE COMPLETED	ADULT LEADER INITIALS
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9. Earn the Drug Abuse Prevention Proficiency Award.

DATE COMPLETED	ADULT LEADER INITIALS
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10. Attend a biennial National Law Enforcement Exploring Conference or a state, regional, or local conference or academy that is a minimum of three days in duration and primarily focuses on law enforcement training, competition, or other related activities.

DATE COMPLETED	ADULT LEADER INITIALS
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11. Attend a biennial National Law Enforcement Exploring Leadership Academy or a certified local, state, or regional Law Enforcement Exploring Leadership Academy.

DATE COMPLETED	ADULT LEADER INITIALS
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12. Provide a minimum of 25 hours of program support to a Middle School Explorer Club with a career interest in law enforcement.

DATE COMPLETED	ADULT LEADER INITIALS
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13. Observe (for a minimum of five hours) a state and/or federal criminal trial and make a presentation to the post regarding the basis for the trial and observations about the proceedings and protocol.

DATE COMPLETED	ADULT LEADER INITIALS
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14. Conduct an analysis of a litigated police misconduct case and present a report to the post detailing the allegations, facts, and disposition of the case. Following the presentation, lead a discussion about the conduct of the officers involved within the contexts of ethics and professionalism in law enforcement.

DATE COMPLETED	ADULT LEADER INITIALS
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15. Visit a forensic laboratory and make a presentation to the post on any one element of forensic processing (i.e., fingerprints, DNA, digital evidence, impression and pattern evidence, etc.) and how first responders to a crime scene can best identify and preserve such evidence until crime scene specialists arrive.

DATE COMPLETED	ADULT LEADER INITIALS
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## RESOURCES

For additional information, refer to the following resources online at [www.exploring.org/law-enforcement](http://www.exploring.org/law-enforcement).

- Law Enforcement Exploring Program Guidelines
- Law Enforcement Exploring Resource Guide for Adult Leaders
- Law Enforcement Exploring Proficiency Award requirements

## QUALIFYING ACHIEVEMENTS

Adult leaders are permitted a reasonable degree of latitude in substituting or modifying non-required achievements that serve to meet the qualifying requirements for the Exploring Law Enforcement Career Achievement Award. In order to maintain the spirit and integrity of the award, each adult leader should judiciously exercise the authorization of any substitute or modification to an award achievement.

## REQUIREMENTS

An Explorer must complete nine of the outlined achievements, including the five required achievements annotated with an asterisk (\*), to earn the Law Enforcement Career Achievement Award. The adult leader submits a Career Achievement Award application, certifying an Explorer has met all requirements for the award, and submits it to the local Exploring representative for authorization of the award and to order the recognition certificate (SKU 639678).



# SCIENCE CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

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.
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: Henri Becquerel, Niels Bohr, Marie Curie, Albert Einstein, Enrico Fermi, Otto Hahn, Ernest Lawrence, Lise Meitner, Wilhelm Roentgen, and Ernest Rutherford. Also, explain how any one person's discovery was related to another person's work.
- 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.
- 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 to make things radioactive.
- 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 another public area.

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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.

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DATE 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.

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DATE 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 to accompany the topic selected in 8a. Display at your post meeting or in another public place.

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DATE 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.

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DATE COMPLETED

10. Make a presentation 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED

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

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DATE COMPLETED



# SKILLED TRADES CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 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.
- 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.
- 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.
- 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.
- 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.

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- 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.
- 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.
- 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.
- 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.
- 10a. Learn how manual and automatic automobile transmissions work.
- 10b. Learn how the entire drive train of an automobile works.
- 11a. Take down and reassemble a carburetor or equivalent part.
- 11b. Learn the function of several different tools mechanics use, including computer diagnostic equipment.
- 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.
- 13. Explain 10 electrical terms, such as *volt, ampere, watt, ohm, resistance, potential difference, rectifier, rheostat, conductor, ground, circuit, or short circuit.*
- 14. Attend a regional or national skilled trades career conference as a staff member or a participant.

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# SOCIAL SERVICES CAREER ACHIEVEMENT CHECKLIST

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NAME

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POST NO.

**Submit this list along with the award application and service hours log to your unit leader.**

Complete nine of the following achievements:

- 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.
- 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.
- 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.
- 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.
- 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,

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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.

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6a. Learn how much money your community, state, and nation spends 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?

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DATE 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 or her job and responsibilities.

7c. Attend a school board meeting.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE 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.

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DATE COMPLETED

12. 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 and discuss your participation with your adult leader. Find a list of literacy programs in your area at [www.literacydirectory.org](http://www.literacydirectory.org).

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