

BPA Torch Awards Program

As you begin a new semester, don't forget to encourage your students to record their activities for the [Torch Awards Program](#) that they may have done over the winter break or will be participating in within the coming months.

Did students?

- Campaign as a Regional Officer? (#106)
- Serve as a campaign manager for a regional candidate? (#121)
- Serve as a regional voting delegate? (#122)
- Participate in a food or toy drive? (#213 or #216)
- Record volunteer hours for the PVSA? (#221)
- Participate in the Polar Plunge? (#305, #306, or #307)
- Participate in a school-wide food drive? (#308)
- Participate in RLC? (#408)
- Place at RLC? (#409)
- Attend a workshop at RLC or a Fall Leadership Conference? (#414)
- Attend a BPA holiday party? (#503, or #519)
- Participate in a holiday party for school personnel? (#512)
- Shovel snow for a neighbor? (#516)
- Participate in a holiday trip to a nursing home or children's hospital as a part of the local BPA chapter? (#601)
- Ring bells for an organization? (#605)
- Participate in local toy drive? (#607 or #608)
- Attend a Christmas service? (#612)
- Participate in a holiday sing at a nursing home? (#613)
- Participate in activity that helps military families? (#724)

If students are having trouble meeting their Torch Awards goal, try creating a spreadsheet that lists what activities your chapter has participated in. Creating this spreadsheet is a simple way to encourage students to participate in the Torch Awards Program by providing dates and activities.

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Torch Award Tips

Access www.bpa.org for all Torch Awards information and instructional videos especially the Torch Awards Handbook.

Access www.registermychapter.com/bpamem to view the Torch Awards link to complete the online submission system.

Introduce the Torch Awards to your BPA students as soon as the year starts so that students can look over the activity lists and work toward completing the four possible levels throughout the school year.

Have work nights for students so that students may share ideas on what is a qualifying activity and discuss with the advisor while typing the entries. Advisors may look at entries online immediately while students are working to approve.

Go over the rules very thoroughly. You do not want a student miss the award due to spelling errors or not supplying enough information for the category.

Make copies of the handbook for each student interested so that they may make notes on activities they think may apply.

Advisors may make a list of activities that count toward Torch for the students.

Remember to use activities that have occurred only during the student's enrollment in BPA.

In chapter minutes, record student's activities for verification purposes. Example: who recited the BPA Pledge.

All activities relate to BPA activities unless specified.

Use each activity only once.

You may not document the activity until it is completed.

Include the month, day, and year of the activity unless it is ongoing. If it is ongoing, use the beginning date.

To help advisors, list the school year at the end of the statement. It helps to verify student activities.

Descriptions must start with an action verb with a clear picture of the activity for someone unfamiliar with the activity.

The number in parentheses following each activity denotes the maximum number of times the code may be claimed during the student's entire BPA membership.

Try to have one extra activity per category just in case one activity is rejected.