



# National Programs

## Top-Notch Program Award Summaries

### **STOP the Violence Award Winner: High School**

*Our "Love Shouldn't Hurt" project involved a public relations campaign concerning date and sexual violence. We carried out the following activities: a pre-test to determine current knowledge and attitudes, a "Date Violence Awareness Week", a television public service announcement, a poster and other "awareness" give-a-ways, a traveling educational display, an article on chapter's web page, newspaper articles highlighting our activities, and workshops and educational programs to teach teens about this issue. We wanted the outcome of this project to improve students' attitude, perceptions and knowledge of date violence. Students were given a post-test to determine the effectiveness of our activities. 99% of those tested could match related terms to the correct definitions. All students tested could identify at least six warning signs of an abusive relationship. All students named at least two places where they could seek help concerning dating and sexual violence. This was a significant improvement from the results of the pre-test!"*

### **Student Body Award Winner: High School**

*In our small town, the winning tradition of the Blue Devil football team and basketball teams is a source of pride. Some coaches expressed concern that the tradition may be coming to an end because of the many fourth and fifth grade students lacking good decision making skills. We talked to the coach, who was also the 4<sup>th</sup> and 5<sup>th</sup> grade P.E. teacher. He thought we should use our status as captains of our Blue Devil football team to get the kids to buy into our message. He also told us he wanted us to concentrate on the "Make Healthy Choices" topic area. With his recommendations, and help from our adviser, our project, "Developing Good Little Devils" was born. We met with the 4<sup>th</sup> and 5<sup>th</sup> grade students at least once a month to work on an area of concern. In September, we talked to them about setting goals. In October, we did "Good Devils Don't Use Drugs" in conjunction with Red Ribbon Week. In November we did, "Blue Devils Kick Butts" which was an anti-tobacco campaign. In December we addressed assuming responsibility for their own safety by pledging not to ride with anyone that had been drinking. In January we did "You Have to Sleep to Complete" and talked to them about getting enough rest. In February, we did "Good Devils Have Strong Hearts" and addressed being heart smart.*

### **Financial Fitness Award Winner: Middle School**

*The fifth grade students study economics. We were asked to help teach this unit. The FCCLA chapter came up with "Fun with Finances". We planned games to help teach the students the ten economic terms taught by the 5<sup>th</sup> grade. Games included: Financial Jeopardy, Financial Matching, Economic Term Game, and Economic Trivia to name a few. After the students played the games they were given a book created by our chapter called "Fun with Finances". The book contained word puzzles, matching pages, coloring pages and other game pages. When the students completed the book, they turned it into the teacher and received a magnet in the shape of a dollar bill.*



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### Community Service Award Winner: Middle School

*The town our school is in is the county seat and resides in the poorest county of 105 total counties in our state. Our project was designed to educate both our school's students and the entire community about methamphetamine usage and abuse. After attending a two-day training session, we designed display boards prepared handouts, printed them off, developed a presentation outline and composed letters of invitation to all students and community leaders. We planned and prepared food for a Mystery Supper and few 141 students, parents, and community members. We also gave educational presentations to 85 4<sup>th</sup> -6<sup>th</sup> graders and all 7<sup>th</sup>-12<sup>th</sup> graders (220). We also gave an info session to 83 school teachers and other faculty members and to 30 Lion's Club members. We were able to educate a total of 559 people in our county on the dangers of methamphetamine use.*

### FACTS Runner-Up: High School

*Our chapter reached teens at two local school districts when chapter members planned a project to inform teens of the crucial message that drinking and driving hurts more than just themselves. The team prepared the all school assembly for a neighboring high school featuring the HBO Special, SMASHED: Toxic Tales of Teens and Alcohol. The program occurred the week before Homecoming. Five speakers addressed the students with their experiences resulting from teenage alcohol related incidents. Others shared the loss of family or friends, two others explained dealing with recovery, and a first responder described his responsibility when called to an accident scene. Many visuals were used over the next several weeks to assist in creating a longer lasting effect. Team members wore black t-shirts with the program logo and FCCLA to reinforce the project message. Six poster featured classmates, on teen ghosted out, were hung in each school. Wristbands handed to students at both schools were engraved with the "Make an Impact" motto. Stickers with the anti drinking and driving message were distributed to five local florists who place them on all homecoming floral boxes. Funding was provided through one of the 23 Project Ignition Grants sponsored by State Farm Insurance. Our chapter message was posted on the grant web site to further inform the public of the drinking and driving issue of the FCCLA organization's involvement.*

### Career Connection Runner-Up: High School

*"Picture Me in 2025" is a career and technical education project in its second year. This year, I worked with two separate preschool classes to describe and discuss various careers. Every lesson was based on each child's "dream job". My project lasted ten weeks, with each lesson being half an hour in length. The lessons included a variety of material, present through hands-on activities, books, coloring pages, discussion, and the use of dramatic play outfits. I concluded this project with a Parent's Program. The parents of each child were invited to the classroom for a half an hour presentation. The children performed a short skit and bound their coloring pages together with their parents. This program allowed the parents a chance to see what their child had learned throughout the ten weeks, and also provided me a chance to take my project to the next level by exercising my leadership and organizational skills.*



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## Program Award Summaries Needing Improvement: STOP the Violence

### Example #1

*Our chapter's State-Vice President received training at nationals and became one of our states contact person on this national program. After members of our chapter went and received training in October we planned our own STOP the violence Week to be held in November.*

- Length is too short
- Needs to check grammar and structure
- Lacks specificity (summary is too vague)
- Does not include a project mission or examples of activities

### Example #2

*Students ordered posters about violence from WHO (World Health Organization) to put up in the school, arranged for presentations to be made by PAVSA to both FCCLA-HERO chapters, and handed out statistic sheets to students during National Dating Violence Awareness Week.*

- Length is too short
- Used unknown acronyms
- Did not include outcome of project

### Example #3

*Our project focused on the dos and don'ts of teen dating. We attempted to help our local teens in a peer-to-peer outreach initiative to help them better understand dating relationships and how to avoid particularly dangerous behaviors. During the project teens discussed issues related to what to look for in a dating partner, how to be a better dating partner and how to avoid and recognize danger signs. The project was very successful. Teens involved learned a lot about themselves, their current and future dating partners and what it means to be in a potentially dangerous relationship. They also learned how to help friends or family that might be involved in potentially dangerous relationships.*

- Needs to check spelling and grammar
- Did not include specific numbers and ages of students involved
- Refers to a project initiative but does not describe it in enough detail



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## Program Award Applications: Tips for a Winning Project

### 1) Understand Your Expectations.

Before beginning your project, take a look at the application. Make sure your chapter understands what is required in the planning, execution, and follow-up of your chapter's project. When you're done typing up the application, hand it over to **someone else** to evaluate. A parent or another teacher is a great place to start. Evaluate it yourself before clicking "Submit."

### 2) Quality Is Important.

Winning applications are a combination of quality projects and how well you present them. Well-written applications must have the backbone of a great project. Great projects also need to fit into the space of an application, relay important information, contain tangible details, and accurately reflect the amount of time you spent on the project.

### 3) Spend the Appropriate Amount of Time.

Since your application is a snapshot of all the hard work your chapter has done, make sure the appropriate amount of time is spent on it. This is the only form of communication you will have with the evaluator, so make an impression. You want the application to reflect all the time and energy this project has taken. Don't start it the night before!

### 4) Key terms.

Keep in mind a few key terms evaluators will be scoring you on: *Variety, Creativity, Collaboration, Appropriateness to subject/program and FACS education, Specific goals, measurable results, and Promotion of FCCLA.*

### 5) Writing Tips.

- a. Follow directions, and answer all parts of each question.
- b. Proofread. Proofread. Proofread.
- c. Be concise. Unnecessary wording or repetitive language takes up valuable space.
- d. Use detail whenever possible. **Statistics are a necessity.**
- e. Don't assume others know anything about your project, because more than likely they do not. Spell out acronyms or local terms used in your application.
- f. Industry professionals are evaluating your application—so keep it professional and formal.

### 6) EVERY Chapter Has an Equal Opportunity.

National FCCLA typically receives around 700 program award applications, and all of them are given consideration. Applications are viewed by each member of an evaluation committee, and scored individually. Evaluators may read anywhere between 50-200 applications, so make yours stand out!



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## National Program Award Application Sample Questions

The following are examples of questions that appear on National Program Applications:

- ✓ Summarize your project and accomplishments
- ✓ Describe the needs your project was designed to address. (Why did you choose this project?) Provide supporting data.
- ✓ List your project's goals. (What results did you WANT to achieve?)
- ✓ List your project's objectives. (What specific information was used to achieve your goal?)
- ✓ List resources used and how they were gathered.
- ✓ Describe collaborations/partnerships/efforts with other organizations.
- ✓ Briefly describe the evaluation METHOD you used. (Example: pre- and post-surveys, test of knowledge, observation of behaviors, etc.)
- ✓ Describe how your project promoted a better understanding of Family, Career and Community Leaders of America and Family and Consumer Sciences Education.
- ✓ Describe how your chapter used the Guide to Promoting FCCLA to assist in your chapter's project public relations efforts.
- ✓ Describe how members used their Family and Consumer Sciences Education skills during this project. List specific skills used.