Health Education

Teamwork Event ....

Eligible Divisions: Middle School, Secondary & Postsecondary / Collegiate	Pre-Judged: pdf of Portfolio	Digital Upload: YES
Team Event: 2-6 competitors per team	Round 1: Presentation	

⚠️ **New for 2025-2026**
New definition of health has been included. Editorial updates have been made.

Event Summary

Health Education provides members with the opportunity to gain knowledge and skills required to select a health-related concept or instructional objective, then prepare a lesson for a targeted group of learners, provide instruction, and evaluate results. This competitive event consists of a portfolio and presentation to judges and each team consists of 2 - 6 members. This event aims to inspire members to be proactive future health professionals by educating others on health-related concepts.

Sponsorship

HOSA-Future Health Professionals appreciates the sponsorship of this event by the Association of American Medical Colleges.

AAMC

Dress Code

Proper business attire or official HOSA uniform. Bonus points will be awarded for proper dress. All team members must be properly dressed to receive bonus points.

Competitor Must Provide

- ONE team member upload the portfolio to the HOSA Digital Upload System by May 15 for ILC competition (see advisor regarding SLC requirements and deadlines)
- Photo ID
- Portfolio (hard copy is optional for in-person presentation)
- Notes on index cards or in electronic format for us during the presentation (optional)

HOSA Conference Staff will provide equipment and supplies as listed in Appendix I.

General Rules

1. Competitors must be familiar with and adhere to the General Rules and Regulations

2. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, the competitor's photo ID must be presented prior to ALL competition rounds.

The Health Lesson

3. The specific topic and goal of instruction will be the team's decision and may not be repeated from previous years. The topic must be related to physical health, mental health, environmental health, or societal health. Examples of each are below:

The expectation is that competitors read and are aware of all content within these guidelines and associated links. Successful competitors will study all links for detailed information.

Physical Health (the normal functioning of the body):	Mental Health (condition with regard to psychological and emotional well-being):
- Public Sanitation - Diabetes - Assistive technology - Brain Health - Reducing Environmental Risks for Children	- Addictive Behavior - Brain Health - Depression and Anxiety - Eating Disorder and Body Anxiety - Incomnia
Environmental Health (factors in the environment that affect human health & disease):	Societal Health (non-medical factors that affect health outcomes):
- Affordable and Clean Energy - Light/Air Pollution - Sustainable Environment - Ocean/Water Pollution - Climate Changes - Deforestation	- Poverty and Hunger - Education Imbalance - Public Health Infrastructure - Work and Life Balance - Adolescent Health and Ageism - Digital Health

4. Team members may create their own media tools or use prepared media (video, software, and/or print) as part of their lesson.

5. The team will determine a target audience for their lesson and must present it to a real audience. The content and delivery of the lesson must be appropriate to this audience.

6. The team will develop goals and objectives for the lesson, along with a detailed lesson plan. The team will also develop an appropriate method of evaluating instruction.

The Portfolio - Pre-judged Digitally

7. Documentation of the lesson will be submitted electronically by ONE member of the team and formatted according to the instructions below. Each page will be counted and numbered (up to 20 pages maximum, not including reference page(s)), beginning with the title page. Competitors may choose to bring their portfolio to ILC competition to reference during the presentation, but no points are awarded on the rating sheet for doing so.

8. The portfolio will contain the following parts:
   A. **Title Page:**
      Event Name, team member names, HOSA division (MS, SS, or PSC), chapter number, school name, chartered association, Title of lesson, target audience age or grade level, number of participants. (A creative design or pictures may be used but will not affect the score.)

   B. **Lesson Plan Narrative:** Describes the lesson, including the goal and plan for instruction. This should include data/research and supportive information about the selected topic.

   C. **Lesson Outline:** Includes a timed outline that shows the segments of the lesson. This outline will help judges evaluate the opening, organization, delivery, and close of the instructional presentation.

   D. **Materials:** Includes any materials related to or used in the lesson. These materials may include, but are not limited to, photographs of the lesson, lesson handouts, scripts, worksheets, and multimedia printouts.

   E. **Feedback Tools:** Lesson evaluation tools or feedback strategies. These materials may include tests, written evaluations, surveys, or any other written feedback used to evaluate audience learning.

   F. **Reference Page(s):** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Sciences. *Points will be awarded for compiling clean, legible reference page(s), but the formatting of the reference page(s) is not judged.*

   G. Pages above the maximum allowance will not be evaluated and no points will be given for

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information in excess pages.

    H. ALL Pages will:
        i. be one-sided, typed,
        ii. be in 12 pt. Arial font, double-spaced,
        iii. be on 8 ½" x 11" paper with 1" margins,
        iv. have a Running header with team members' last names, & name of event, on top left side of each page (EXCEPT title page)
        v. be numbered on the top right side of each page

    I. **Note**: Teams may choose to bring a hard copy of their portfolio to ILC competition, to reference during the presentation if they wish, but it is not required nor judged.

REQUIRED Digital Uploads
9. The following item(s) **MUST** be uploaded by ONE member of the team to the HOSA Digital Upload System:
    a. Portfolio – as one combined pdf file.

May 15 at midnight EST is the **final deadline** and there will be **NO EXCEPTIONS** to receipt of the required materials after the deadline.

10. Detailed instructions for uploading materials can be found at:
    https://hosa.org/competitive-event-digital-uploads/

11. State Leadership Conference (SLC) vs. HOSA's International Leadership Conference (ILC)
    A. **State Leadership Conferences.** It is the competitor's responsibility to check with their Local Advisor for all state-level processes used for competition as digital uploads may or may not be a requirement.
    B. **International Leadership Conference.**
        I. If a competitor uses the HOSA Digital Upload System as a requirement at the SLC, the competitor **MUST upload an ADDITIONAL time for ILC by May 15.**
        II. If the HOSA Digital Upload System is NOT used at the competitor's SLC, it is still the competitor's responsibility to upload the product for HOSA's ILC no later than May 15. Not using the HOSA Digital Upload System at a competitor's State Leadership Conference is not an exception to the rule.

12. The FINAL ILC digital upload deadline is May 15. We STRONGLY suggest not waiting until the last minute to upload online to avoid user challenges with the system.

13. For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED. Competitors who do not upload materials are NOT eligible for the presentation portion of competition and **will NOT be given a competition appointment time at ILC**. All digital content uploaded as of May 15 is what will be used for pre-judging at ILC.

The Competitive Process - Presentation
14. The presentation is to be no more than five (5) minutes. The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after five (5) total minutes and the team will be excused.

15. The purpose of the presentation is to communicate information about the project to the judges. The presentation MUST include the:
    A. Goal of their instructional topic, instructional planning process, and, why they did what they did.
    B. Value of their lesson/topic to the chosen audience.
    C. Actual lesson highlighting the presentation outline, the use of presentation tools, and electronic media.
    D. Role that each team member played in the preparation and delivery of the lesson.
    E. Techniques they used to evaluate the effectiveness/impact of their instruction.

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16. Teams should explain to the judges the items listed below in the rating sheet. All team members must take an active role in the presentation.

17. Use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges. **Only the team's portfolio may be shown to the judges during the presentation**. No additional props or visual aids are allowed. Please refer to GRRs.

Final Scoring

18. Scores from the pre-judged portfolio will be added to the presentation score to determine the final results.

19. In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.

Future Opportunities

Graduating from high school or completing your postsecondary/collegiate program does not mean your HOSA journey has to end. As a HOSA member, you are eligible to become a HOSA Lifetime Alumni Member - a free and valuable opportunity to remain connected, give back, and help to shape the future of the organization. Learn more and sign up at hosa.org/alumni.

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HEALTH EDUCATION- Pre-Judged Portfolio

Section # _____   Judge's Signature _____

Team # _____   Division: MS _____ SS _____ PS/Collegiate _____

One PDF file with Portfolio Uploaded Online*: Yes___No___

*For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED. Competitors who do not upload materials are NOT eligible for competition and **will NOT be given a competition appointment time at ILC.** All digital content uploaded as of May 15 is what will be used for pre-judging at ILC.*

A. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. **Title Page Content**	Event Name, team member names, HOSA division, chapter number, school name, chartered association, Title of lesson, target audience age or grade level, number of participants. One page only.	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
2. **Reference Page(s)**	The reference page(s) is included in the portfolio submission.	N/A	N/A	N/A	Portfolio not submitted or no reference page(s) is included in the portfolio.	
3. **Spelling, grammar, punctuation, neatness**	There are no spelling or grammatical errors throughout the entire portfolio. The portfolio is very neat and presentable.	There are a few minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. The portfolio is neat, with only minor examples where the pages could be better organized.	There is a mix of good spelling and poor spelling or proper grammar and improper grammar. The portfolio is presentable, although some pages appear to be cluttered or busy.	There are either several misspellings or there is very little correct grammar present in the portfolio. Portfolio needs more organization or attention to detail.	Portfolio not submitted OR there are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.	
4. **ALL PAGES** are formatted correctly	All requirements are met: Typed, one-sided, in 12 pt. Arial font, double-spaced, in English, with 1" margins on 8 ½" x 11" paper, and contain: Running header with last name, event top left side and page number top right side of each page.	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
5. **Max Pages** (no pages above 20 will be judged, except the reference pages)	Pages do not exceed 20 total (not including reference pages).	N/A	N/A	N/A	Portfolio not submitted OR portfolio exceeds maximum page limit.	

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A. Quality of Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	
6. Lesson Plan Narrative	Narrative provides an outstanding description of the goal of the lesson, thoroughly outlining the instruction plan.	Narrative provides a good description of the goal of the lesson, mostly outlining the instruction plan	Narrative provides an adequate description of the goal of the lesson, fairly outlining the instruction plan.	The narrative somewhat describes the lesson plan goal and plan for instruction.	Portfolio not submitted OR The lesson plan narrative does not provide a description of the goal or plan for instruction.	
7. Lesson Outline	The lesson was clearly defined with key elements, a timed outline, and a detailed explanation of the execution of the lesson. Clear evidence of the lesson is provided. The evidence provided shows the lesson had a strong opening, delivery and closing.	The timed outline provides an explanation of the lesson format. Some details are provided to bring the instructional presentation to life.	The lesson outline adequately defines the details of the elements of the lesson.	Little evidence of a lesson plan outline is provided.	Portfolio not submitted OR outline is included in the lesson outline. No evidence of the instructional presentation was included.	
8. Materials	Exceptional examples of teaching materials (such as lesson handouts, scripts, worksheets, multimedia printouts, photos, etc.) are showcased in this portfolio that highlight the quality of instruction provided during this lesson.	The lesson plan materials are good quality. They add value to the portfolio.	The materials developed for this lesson are average. They have a basic level of quality.	The lesson plan materials need extra attention to make them average quality.	Portfolio not submitted OR the lesson plan materials were poor quality and did not enhance the portfolio.	
9. Feedback Tools	Exceptional examples of lesson feedback tools (such as tests, written evaluations, surveys, or other items to evaluate audience learning) are showcased in the portfolio and provided feedback from audience members.	Good examples of lesson feedback tools are provided in the portfolio.	The examples used to provide feedback were average and could use more attention to detail.	The feedback tools used to evaluate lesson plans were not effective.	Portfolio not submitted OR no feedback tools were provided.	
Subtotal Points for Pre-Judging Portfolio (65):						

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HEALTH EDUCATION- Presentation

Section # _____ Judge's Signature _____

Team_____ Division: MS ____ SS ____ PS/Collegiate ____

B. Presentation to Judges:	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 point	JUDGE SCORE
1. Objectives / accomplishments of project	The activities used in this lesson were detailed with clear objectives and several accomplishments were highlighted in the presentation.	The activities used in this lesson were mostly clear; objectives and accomplishments were highlighted.	The objectives and accomplishments in this lesson were somewhat highlighted in this presentation.	The objectives were somewhat clear, little demonstration of accomplishments was evident in the presentation.	The objectives in this lesson were not clear and there was little evidence of accomplishments made throughout the presentation.	
2. Inclusion of media/software	The team effectively described the inclusion of original and/or appropriate media / software in the presentation.	N/A	The team attempted to describe the original and /or appropriate media / software. More attention to detail is needed to be effective.	N/A	The team did not describe the use of media or software. to support their presentation.	

C. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 point	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The team's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	The team spoke loudly and clearly enough to be understood. The competitor s varied rate OR volume to enhance the speech. Pauses were attempted.	The team could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	The team's voice is low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The team maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The team's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation** & Grammar * Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness. ** Definition of Pronunciation – Act or manner of uttering officially.	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	

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C. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 point	JUDGE SCORE
4. Team Participation	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the project presentation.	

D. Quality of the Lesson:	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 point	JUDGE SCORE
1. Health related (physical, mental, environmental, societal)	Lesson is health related.	N/A	N/A	N/A	Lesson is not health related.	
2. Meaningful, relevant, importance to audience	Lesson is exceptionally meaningful, relevant, and important for the audience. The topic is vital for this audience to know!	The lesson is relevant and important for the audience. The topic is beneficial for the audience.	The lesson offers some meaningful and important content but it is unclear if this topic is beneficial to the audience or not.	There is little value connected to this lesson for the audience.	The lesson is not relevant and does not hold a sense of importance to the audience. The topic in no way connects to the audience.	
3. Engaging, interesting	The lesson is extremely engaging and will captivate the interest of the audience.	The lesson is engaging and interesting to the audience.	Some of the lesson is engaging and considered moderately interesting by the audience.	The lesson is slightly engaging to the audience	The lesson does not appear to be engaging. More effort needed to hold the interest of the audience.	
4. Appropriateness to targeted audience	The quality of instruction was appropriate for the age of the audience. Much thought and consideration went into the instruction to assure the content would be well-received.	Instruction was appropriate to targeted audience.	The instruction was moderately age-appropriate to the targeted audience.	Instruction was slightly appropriate for the targeted audience.	The instruction was inappropriate for the targeted audience.	
5. Lesson creativity and originality	The lesson is highly creative, original, and incorporates real and authentic learning.	The lesson is unique and original in content.	The lesson plan was mostly creative and only somewhat original in content.	The lesson was fairly creative but lacked original content.	The lesson lacked creativity and originality. More effort needed to connect with your audience.	
Subtotal Points for Presentation (90):						
Total Points (Pre-Judged Portfolio & Presentation) (155):						

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