

# Health Education

## ***New for 2019-2020***

Competitors will not be required to show event guidelines at ILC. The event rubric has been updated to a new format. Scholarship information has been added to the guidelines.

- Purpose** To encourage HOSA members to work as a team to plan and teach health-related concepts.
- Description** This event involves a team of 2-4 members who select a health-related concept or instructional objective, then prepare a lesson, provide instruction, and evaluate results. The instruction must include the use of presentation tools such as a student-made video, computer demonstration software, or any other form of media. Teams will provide instruction to a targeted group of learners during the school year, then present their work to a panel of judges.
- Dress Code** Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for [proper dress](#). All team members must be properly dressed to receive bonus points.
- Rules and Procedures**
1. Competitors in this event must be active members of HOSA in good standing in the membership division in which they are registered to compete (Middle School, Secondary or Postsecondary/Collegiate).
  2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
  3. The specific topic and goal of instruction will be the decision of the team and may not be repeated from previous years. The topic must be health-related. The instructional plan must be the original work of team members. Team members may create their own media tools, or may use prepared media (video, software and/or print) as part of their lesson.
  4. The team will determine a target audience for their lesson AND must present their lesson to a real audience. The content and delivery of the lesson must be appropriate to this audience. The target audience (age or grade level) should be indicated on the portfolio title page.
  5. 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**
6. Documentation of the lesson will be kept in an official HOSA notebook or portfolio from [Awards Unlimited](#) (NBK150, NBK 250, or PBK2002). For the 2019 - 2020 membership year, portfolios and notebooks with the old or new HOSA logo will both be accepted. Each page will be counted and numbered (up to 32 pages maximum), beginning with the title page. Two-sided pages will be counted as 2 pages. Binder pockets with multiple pages are not allowed.
  7. The portfolio will contain the following parts:
    - A. **Page 1 (Title Page):** Event Name, Title of lesson, age or grade level of target audience, number of participants in the target audience, team member names, HOSA chapter (name/number, and division), school and state. One page only.

- B. **Pages 2-3 (Lesson Plan Narrative):** A maximum of 2 pages describing the lesson, including the goal and plan for instruction.
- C. **Pages 4-7 (Supportive Information):** A maximum of 4 pages of data / research and supportive information about the selected topic.
- D. **Pages 8-11 (Lesson Outline):** A maximum of 4 pages of a timed outline that shows the segments of the lesson. This outline may include photographs of the lesson, and will help judges evaluate the opening, organization, delivery, and close of the instructional presentation.
- E. **Pages 12-21 (Materials):** A maximum of 10 pages of written materials related to or used in the lesson. These materials may include, but are not limited to, lesson handouts, scripts, worksheets, and multimedia printouts.
- F. **Pages 22-31 (Feedback Tools):** A maximum of 10 pages of lesson evaluation tools or feedback. These materials may include tests, written evaluations, surveys, or any other written feedback used to evaluate audience learning.
- G. **Page 32 (Reference Page):** A Reference page must be prepared for any materials or supportive information used during this lesson. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

Since the American Psychological Association (APA) is the most commonly used resource in the Health Sciences, this information is modified from the APA style to help HOSA members familiarize themselves with it. More information on APA formatting may be found at the [Purdue Online Writing Lab \(OWL\)](#).

Your ONE PAGE 'References' title should be centered and sources alphabetized by the author's last name, first initial from the left margin. References should be single spaced and hanging indents should be used for sources requiring multiple lines. Alphabetize anonymous authors according to the web site or first main word in the title. **\*Example:** Web Site (Professional):

CDC.gov. (2017, Feb 15). Health services for teens. *Adolescent and School Health*. Retrieved from <https://www.cdc.gov/healthyyouth/healthservices/index.htm>.

- H. Portfolio pages must be numbered in the lower right corner and will be evaluated up to and including the maximum pages per rule 7 A-G. Pages above the maximum allowance will not be evaluated and no points will be given for information in excess pages.
- I. Sheet protectors, lamination and page dividers may NOT be used.
- J. Portfolio must be submitted in English for judging, and uploaded to Tallo by *each* team member.

**Reminder:** *In team events, if there is a substitution on the team between regional/state and the ILC, the new team member who will compete at ILC MUST ALSO create a Tallo account and upload the required content. All participating team members at ILC need the material properly uploaded to Tallo.* **\*Note –** only Secondary and Post-Secondary / Collegiate Divisions are required to use Tallo. **Middle School division is not required to follow the Tallo upload requirements.**

- 8. In addition to the official portfolio described above, teams must bring two (2) copies of the portfolio pages printed on 8 ½ x 11 white paper, stapled at the top left corner, to turn in immediately prior to competing. The judges will use the official portfolio and copies for judging. Official portfolio will then be returned to the competitor, but the copies will become the property of HOSA.

## The Competitive Process

9. **Presentation with Judges** – All team members will report to the event site for the event orientation. Teams will then report at their appointed time with their official portfolio and two (2) additional plain paper copies. Proxies must have the appropriate paperwork submitted.
  - A. The presentation is to be no more than six (6) minutes. The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after six (6) total minutes and the team will be excused.
  - B. The purpose of the presentation is to communicate information about the project to the judges. The presentation **MUST** include:
    1. the goal of their instructional topic, instructional planning process, and, why they did what they did.
    2. the value of their lesson/topic to the chosen audience.
    3. the actual lesson highlighting the presentation outline, the use of presentation tools, and electronic media.
    4. the role that each team member played in the preparation and delivery of the lesson.
    5. the techniques they used to evaluate the effectiveness/impact of their instruction.
  - C. Teams should explain to the judges, with the documentation in their portfolio, item numbers 1-5 in rule 9B. All team members must take an active role in the presentation.
  - D. Teams will refer to their portfolio during the presentation. No other materials, props, posters or presentation tools are permitted. 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.
10. **Scoring (4 minutes):** Immediately following the presentation, the official portfolio and the 2 copies will be left with the judges, and the competitors will be directed to wait in the holding/evaluation room. The judges will have four (4) minutes to evaluate the portfolio and complete the rating sheets. After the judges are finished with the original portfolio, it will be returned to the competitors at which time they are free to leave.
11. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
12. By entering this event, the competitors grant permission for their portfolio contents to be used in HOSA publications and on the HOSA website.
13. HOSA offers numerous scholarships every year to its members interested in pursuing a variety of health careers. As you consider participating in this competitive event, please keep in mind there may be a HOSA Scholarship offered that fits your interests! For more information on the HOSA Scholarship program, please visit <http://www.hosa.org/scholarships> .

## Uploading to Tallo

- \*Note** – only Secondary and Post-Secondary / Collegiate Divisions are required to use Tallo. **Middle School division is not required to follow the Tallo upload requirements.**

Each competitor on the team must create a profile on Tallo, an online platform that showcases talent and skills and brings students, colleges, companies, and possibilities together. Competitors will create their online profile by visiting – <https://hello.tallo.com/hosa>.

Uploading your materials to Tallo is a requirement for most states and for ILC. Failing to upload the required materials will result in significant point loss at competition. Check the event rating sheet for details on how points are awarded.

- a) The main purpose for the partnership with Tallo is two-fold: (1) to provide the HOSA member with a permanent, professional online portfolio to share with universities and future employers and (2) to obtain valuable analytical membership data for HOSA, including demographic, academic, and career interest information. Entities, outside of Tallo, CANNOT access this information without explicit member permission.
- b) Every competitor on the team must create a profile and upload a .pdf of their portfolio to the **Health Education** competitive event opportunity on Tallo. **Detailed instructions** for doing this are in “step g” below and also available at <http://www.hosa.org/tallo> as both a .pdf handout and web tutorial video.
- c) The size limit for any files uploaded to Tallo is 2.5 MB. To avoid an upload error, please be sure to save your .pdf as a compressed file or reduce the size of your embedded images. For instructions on how to do this, please visit: <http://www.hosa.org/filesize>.
- d) Regional and State Process:
  1. Competitors should check with their state advisor to see if Tallo is being used at the state level. If so, competitors should find out the deadlines for any regional or state conferences. State Advisor Contact information can be found here - <http://hosa.org/associations>
  2. The .pdf of the portfolio must be uploaded prior to the state published deadlines.
  3. States will verify the material has been uploaded prior to any regional or state conferences.
- e) ILC Process:
  1. For those who advance to the ILC, the .pdf of the portfolio must be uploaded to Tallo by midnight PST May 15, 2020.
  2. HOSA-Future Health Professionals will verify the material has been uploaded prior to the International Leadership Conference.
- f) Changing Content:
  1. If a competitor uploads the .pdf of the portfolio for the regional and/or state level, it does not need to be resubmitted for ILC. Uploading the .pdf of the portfolio ONCE is sufficient for all three levels of competition (regional, state, ILC).
  2. **However**, competitors ARE allowed to change the content of their portfolio between conferences. IF such content changes are made, competitors should replace their original upload on Tallo with the most current version.
  3. The .pdf of the portfolio that is in Tallo on May 15, 2020 is considered final and may be used for judging at ILC 2020.
- g) Tallo Instructions
  1. Join Tallo-
    - a. Go to <http://www.hosa.org/tallo>.
    - b. Click the “Create Your Profile” button and create your account.
    - c. Add HOSA to your profile-
      - i. Click the blue “Profile” tab at the top left of the screen.

- ii. Click the blue “Edit Profile” button at the top right of the screen (underneath the account dropdown menu).
  - iii. Select “Associations” from the bar on the left side of the screen.
  - iv. Type in “HOSA-Future Health Professionals” and select from the dropdown menu.
- 2. Search for HOSA Competitive Event-
  - a. Select “Opportunities” at the top of your screen when logged in.
  - b. In the “Organization Name” search box type in “HOSA”; wait for the list of pre-populated organizations to appear, and then select your state association from the drop-down box (Example: HOSA-Future Health Professionals | California). Click the blue “Search” box.
  - c. Select your competitive event from the list that appears to the right (Make sure that you have selected the proper state!).
- 3. Submit Materials and Apply for Competitive Event-
  - a. Follow the steps and provide required information for your event.
  - b. Click “Apply Now” when ready to submit.
  - c. You have until the state deadline (contact state advisor) or ILC deadline (May 15, 2020) to change any content and re-upload your submissions. The material in Tallo as of May 15, 2020 is considered final for ILC.
  - d. To edit your submission-
    - i. Click the dropdown menu on the top right of your screen in Tallo.
    - ii. Click “My Opportunities” and select your event.
    - iii. Follow the instructions for editing your submission.

#### Competitor Must Provide

- A .pdf of the portfolio uploaded to Tallo by *each team member* by published deadline.(SS & PSC divisions only)
- [Photo ID](#)
- #2 lead pencils with eraser (for evaluation)
- Official HOSA notebook or portfolio from [Awards Unlimited](#) (NBK150, NBK 250, or PBK2002) to be used during the presentation
- Two (2) plain paper copies of the portfolio to turn in immediately prior to the presentation
- Notes on index cards or in electronic format for use during the presentation (optional)
- Watch with second hand (optional-Round Two only)

### FOR SPECIFICS ON EVENT MANAGEMENT SEE [MANAGING COMPETITIVE EVENTS](#)

#### Required Personnel

- One Event Manager
- One Judge Manager (JM) to provide quality assurance for the event by ensuring that the guidelines are followed and all event documents are complete.
- One Section Leader per section
- Two to three judges per section.
- One-two event assistants per section
- One time-keeper per section

#### Facilities, Equipment and Materials (Per Section)

- One room per section, with a table and chairs for judges. (see [HOSA Room Set](#))
- List of competitors for check-in
- List of competitors who have uploaded materials to Tallo by deadline
- Stopwatch

- Flash card for 1 minute remaining
- Rating sheets – one per judge per team
- Evaluation Forms – competitor, judge, and personnel
- #2 lead pencils (judges & evaluations)
- Box for collecting portfolio copies (optional)
- Copy of guidelines for judges
- Hand sanitizer (alcohol based handrub)

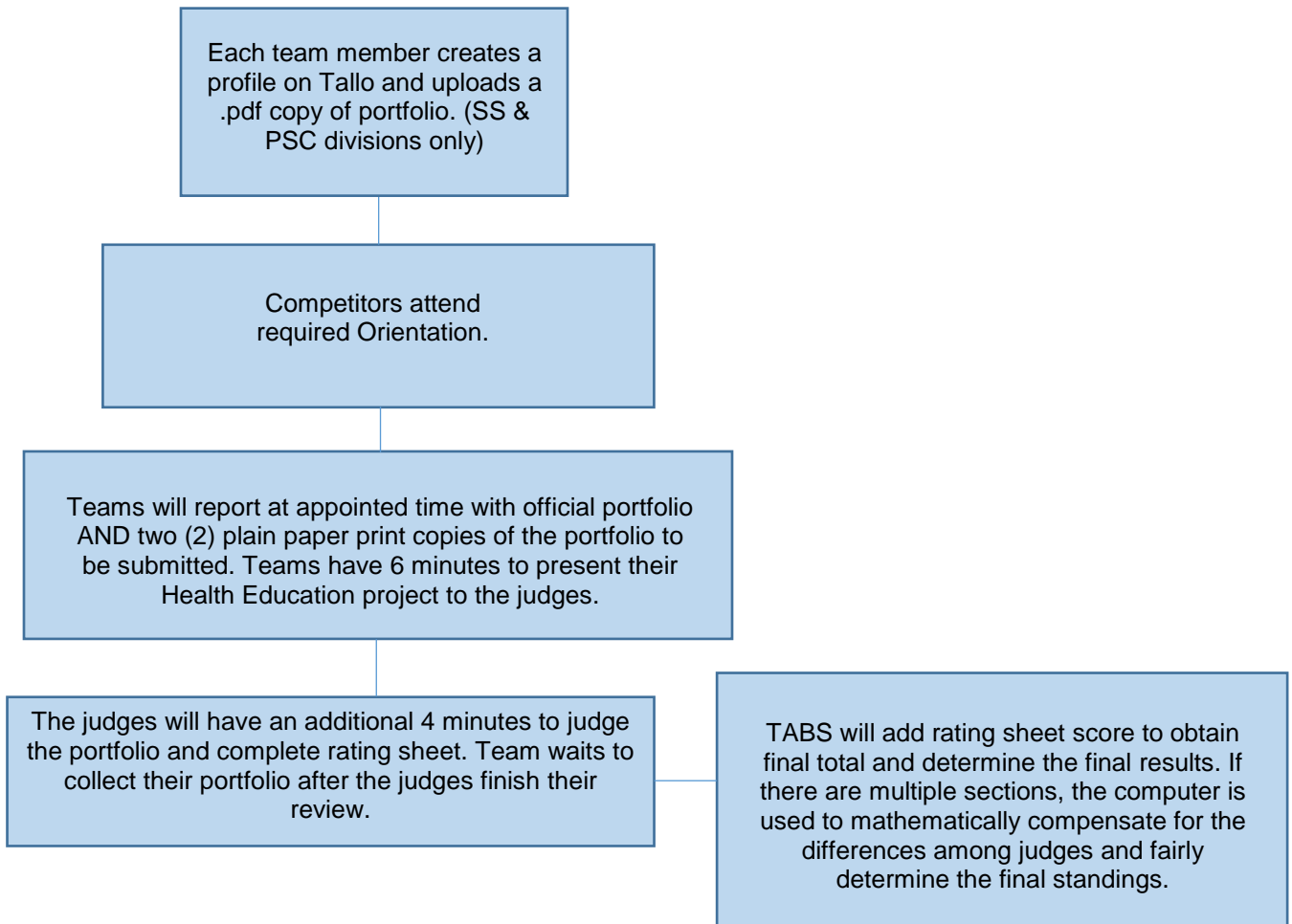
### Sample Presentation Outline

Teams will include an outline (maximum of 4 pages) of their lesson as part 7D of their portfolio, using the format below. The outline may include more detailed descriptions AND pictures.

#### Handwashing – 2<sup>nd</sup> Grade

8:00 - 8:05	Introduction of presentation
8:05 - 8:10	Power Point presentation by all 4 team members
8:10 - 8:15	Teaching demonstration of proper handwashing
8:15 - 8:25	All students practice handwashing with supervision
8:25 - 8:32	All students used GloGerm and put their hands under the special light to evaluate their handwashing results
8:32 - 8:35	Thumbs-up, thumbs-down quiz (5 questions) on handwashing
8:35 - 8:40	Wrap-up and evaluation

### Event Flow Chart



## HEALTH EDUCATION – Judge’s Rating Sheet

Section # \_\_\_\_\_ Judge’s Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: MS \_\_\_\_\_ SS \_\_\_\_\_ PS/Collegiate \_\_\_\_\_

Items Evaluated						JUDGE SCORE
<p><b>No partial points are given in Section A.</b></p> <p>All SEVEN items MUST be completed to receive 30 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: <a href="http://www.hosa.org/judge">http://www.hosa.org/judge</a></p>	<p><b>A. Points for following Guidelines:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Official HOSA portfolio used, numbered pages not exceeding max (32), in English.</li> <li><input type="checkbox"/> Two (2) plain paper copies of portfolio, matching original portfolio, are submitted.</li> <li><input type="checkbox"/> Reference page is included in portfolio.</li> <li><input type="checkbox"/> Title Page – Event Name, Title of lesson, age or grade level of target audience, number of participants in the target audience, team member names, HOSA chapter (name/number, and division), school and state/country. One page only.</li> <li><input type="checkbox"/> NO sheet protectors, page dividers or lamination used.</li> <li><input type="checkbox"/> A .pdf of the portfolio was uploaded to Tallo (by EACH team member) by the published deadline (SS &amp; PSC divisions only).</li> <li><input type="checkbox"/> Nothing except portfolio shown to judges</li> </ul> <p style="text-align: center;"><b>All or nothing:</b></p> <p style="text-align: center;"><b>30 points</b></p> <p style="text-align: center;"><b>or</b></p> <p style="text-align: center;"><b>0 points</b></p>					
B. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
<b>1. Lesson Plan Narrative</b>	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.	The lesson plan narrative does not provide a description of the goal or plan for instruction	
<b>2. Supportive information</b>	A detailed overview of supportive information (data and research) is provided on the selected topic. The supportive information includes at least 4 reliable sources.	The supportive information provided is good. At least 3 reliable sources are used.	The portfolio provides some supportive information. At least 2 reliable sources are used.	Very little supportive information is provided on the selected topic. Only one source is used.	No supportive information is provided about the selected topic.	
<b>3. Lesson Outline</b>	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 (such as photographs of the lesson) is provided. The evidence provided shows the lesson had a strong opening, delivery and closing.	The timed outline provides explanation of the lesson format. Some photos or other 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.	No outline is included in the lesson outline. No photographs or evidence of the instructional presentation were included.	

<b>B. Quality of Portfolio</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 points</b>	<b>JUDGE SCORE</b>
<b>4. Materials</b>	Exceptional examples of teaching materials (such as lesson handouts, scripts, worksheets, multimedia printouts, 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.	The lesson plan materials were poor quality and did not enhance the portfolio.	
<b>5. Feedback Tools</b>	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.	No feedback tools were provided.	
<b>6. Spelling, grammar, punctuation, neatness</b>	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.	There are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.	
<b>C. Presentation to Judges: Project and Process</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>JUDGE SCORE</b>
<b>1. Objectives / accomplishments of project</b>	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.	
<b>2. Inclusion of media/software</b>	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.	



<b>D. Quality of the Lesson:</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>JUDGE SCORE</b>
<b>1. Health related</b>	Lesson is health related.	N/A	N/A	N/A	Lesson is not health related.	
<b>2. Meaningful, relevant, importance to audience</b>	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.	
<b>3. Engaging, interesting</b>	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.	
<b>4. Appropriateness to targeted audience</b>	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.	
<b>5. Lesson creativity and originality</b>	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.	
<b>D. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully.	Most of the speaker's voices were 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.	
<b>2. Stage Presence</b> 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 speakers 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.	Most of the speaker'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.	

<b>D. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>JUDGE SCORE</b>
<b>3. Diction*, Pronunciation** &amp; Grammar</b>	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.	
<b>4. Team Participation</b>	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the presentation.	
<b>Total Points (115):</b>						

\* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

\*\* Definition of Pronunciation – Act or manner of uttering officially.