

First Step Career Skills

Event Category: Teamwork.....

Eligible Divisions: Middle School	Round One: Digital video pre-judged (2.5 minutes)	Digital Upload: YES, role playing video, copyright form
Team Event: 2-6 competitors per team	Round Two: Presentation (5 minutes)	Presentation Materials: Battery operated device to show role-play video. Notecards (optional).



New for 2026-2027

Role playing video content has been updated. Editorial changes have been made.

TEXAS HOSA

Texas State Leadership Conference

Round One (Virtual State Competitive Events)

*REQUIRED DIGITAL UPLOAD

• ONE Team member must provide a link to the “Digital Upload of the Role-Playing Video and forms” according to the ILC guidelines below- before the Texas State Conference deadline. This is what the judges will use to judge virtually.

- All teams who upload the “Role-Play Video” and forms correctly will be given an appointment time to present in person.

Round Two (team in-person)

- The Rubric that the judges will be using for the TX State Leadership Conference Presentation is the Round 2 presentation rating sheet. Scores from the virtual Round 1 (Digital Upload of Exhibit Outline) will be added to the Round 2 scores to determine the winner.

Top three (3) teams will advance to ILC. Teams that advance to ILC will need to upload again for ILC.

Event Summary

First Step Career Skills offers **Middle School Division** HOSA members the opportunity to acquire the knowledge and skills necessary to pursue a healthcare career. An introduction to pathways and competencies, such as communication, critical thinking, and problem-solving, is included. Each team will explore the curriculum and develop a video demonstrating a role-play of their selected competency. All teams will give a presentation to a panel of judges about their creative process and information learned. This event aims to inspire members to learn more about the development of competencies required for success in a healthcare career. First Step Career Skills teams consist of 2-6 competitors.

Sponsorship

HOSA-Future Health Professionals appreciates the sponsorship of this event by the [Association of American Medical Colleges](#).



General Event Information

General Rules	Competitors must be familiar with and adhere to the General Rules and Regulations .
Dress Code	Proper business attire or official HOSA uniform. Bonus points will be awarded for proper dress . All team members must be in proper dress to receive bonus points.

Competitors Must Provide	• Photo ID • ONE team member uploads the video to the HOSA Digital Upload System by May 15 for ILC competition (see advisor regarding SLC requirements and deadlines) • Personal Electronic device on battery power for showing the role-playing video • Notecards; paper or electronic (optional) ○ NOTE: if using electronic notecards, the device must be different than the device used to show video to judges HOSA Conference Staff will provide equipment and supplies listed in Appendix I.
Official References	AAMC First Step Career Skills

ROUND ONE- Role-Playing Video (Pre-judged virtually)

Role-Playing Video Content	1. The team will select ONE of the following identified First Step Career Skill sets and develop a role-play video demonstrating that skill set: • Empathy and Compassion • Resilience and Adaptability • Interpersonal Skills • Understanding Yourself and Others • Commitment to Learning and Growth • Clear Communication • Ethical Responsibility • Reliability and Dependability • Service Orientation • Teamwork and Collaboration • Solving Problems with Science • Analytical Reasoning 2. Team members will take an active part in the video role-playing that shows how the above selected skill sets could be demonstrated in a clinical setting.
Role-Playing Video Instructions	3. The team is responsible for ensuring that the video is of broadcast quality and can be viewed by judges in pre-judging via a hyperlink. 4. The video length shall be a maximum of two and a half minutes (2.5 minutes). Running times will be considered from the first fade/visual sound to the last. 5. Title and Credits: The beginning of the video may include a title and the end may consist of credits for the team members or of the HOSA chapter. Teams may use creativity when adding the title and credits to the video. The title and credits will be counted. 6. The video must be "show ready," which may include a black lead at the beginning and end of the video. The pure black lead and end are optional and do <u>not</u> count as part of the 2.5 -minute length of the video. 7. The video must be original, with the teams drawing upon artistic, musical, written, and technical skill sets to create an original video production. The team may receive instruction in filming and editing from an outside source; however, team members must accomplish all production steps for the actual filming and editing. Team members should be the actors in the role-playing. Refer to GRRs. 8. If <u>any</u> music or copyright-protected logos or material (including trademarked products) are used in the video, the team and the chapter advisor are responsible for obtaining all necessary releases/permissions and meeting all legal requirements. Written permission to

	use copyright-protected material in the video should be obtained. The copyright form can be found in the guidelines below and must be included.
REQUIRED Digital Upload	9. ONE member of the team MUST upload the following to the Digital Upload System by May 15 for ILC. Copyright Form: Uploaded as ONE combined PDF LINK to the role-playing video: Teams should ensure the link is set to public for any permissions required to view it. Judges are unable to score links that do not open. The video link will be uploaded as a separate hyperlink. If the upload is not submitted as a single PDF document, the judge will NOT view it and NO points will be awarded. In addition, any links or documents that are not accessible to the judge for viewing, no points will be awarded. 10. May 15 at midnight EST is the final deadline, and there will be NO EXCEPTIONS. We STRONGLY suggest not waiting until the last minute to upload online to avoid user challenges with the system. 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): State Leadership Conferences. The competitor must check with their Local Advisor for all state-level processes used for competition, as digital uploads may or may not be required. International Leadership Conference ■ 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. ■ 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. For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED. Competitors who do not upload materials are NOT eligible for the Round Two presentation portion of the 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. 13. ALL TEAMS who upload by the May 15 deadline will receive an appointment time and advance to the Round Two presentation portion of the event. Failure to upload by the deadline will forfeit teams advancement to the presentation round.

ROUND TWO- Presentation to Judges

1. All teams who uploaded the Round One video will advance to Round Two. Appointment times will be given prior to ILC. Round Two teams will report to the scheduled room at their team's assigned appointment time.
2. Presentation for judges will consist of five (5) minutes.
3. Use of index card notes during the presentation is permitted. Electronic notecards (on a tablet, smartphone, laptop, etc.) are optional but may not be shown to judges. Only selected parts of the competitors' video may be shown to the judges during the presentation and will be counted in the five-minute time limit. The device used for electronic notecards must be different from the device used to show the judges the video. No other props or visual aids are permitted. Please refer to GRRs .

4. The Presentation will contain the following key items selected from one of the resource topics:
 - a. Definition of the selected competency skill sets and why the competency was selected.
 - b. Knowledge gained and benefits of the selected skill sets.
 - c. How the team will use the information moving forward in career exploration.

5. A timecard will be shown with one (1) minute remaining during the presentation.

Final Scoring

1. The pre-judged video scores will be added to the presentation score to determine the final results.
2. 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.

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Copyright Form

Please complete this form and upload to the HOSA Digital Upload System. Type clearly.

Video Title:	
School:	
Names of Team Members (print or type legibly):	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
Date:	

Copyright

The use of recorded music in a video is not covered by the Fair Practice Act or any educational exemption. Teams should purchase royalty-free music if they use recorded music in their video.

Royalty-free music is usually stock, instrumental music purchased for a single fee, with no subsequent royalties. There are a number of websites that sell royalty-free music and sound effects. A school media center or TV production class may have royalty-free music that you can use, or you may be able to work with a local TV/radio station or video production company to purchase royalty-free music.

Conduct an Internet search using the keyword "Royalty Free Music" or visit a site like <https://www.royaltyfree-music.com/>.

Permission is not required if a brief portion of copyrighted material is viewed incidentally (i.e. during the panning of a crowd, someone is seen holding "People" magazine. If the camera were to zoom in on this person to emphasize the magazine, it is no longer considered incidental, and permission must be sought). Symbols, logos, characters, etc., that are trademarked must have a letter of permission to use (unless they are "incidental").

Permission is granted for HOSA chapters to use the HOSA emblem and logo in the video.

HOSA chapters are required to act responsibly and follow all applicable copyright laws in the production of a HOSA-Future Health Professionals First Step Career Skill Sets.

Did this video include the use of any copyright-protected music, logos, images, characters or symbols?

- YES
- NO

If YES, please explain and attach permission forms, copy of royalty-free music source, etc.

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Round One Pre-Judged Role-Play Video

Team #: _____ **Division:** Middle School **Judge's Signature:** _____

One PDF file with Copyright Form YES _____ NO _____

Link to the 2.5-minute video: YES _____ NO _____

A.ROLE PLAY VIDEO OVERVIEW	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
1. Length	Role play video is no longer than 2.5 minutes.	N/A	N/A	N/A	Role play video is longer than 2.5-minutes OR not submitted.	
2. Copyright Form	Copyright Form is submitted.	N/A	N/A	N/A	Copyright form not submitted.	
B. ROLE PLAY VIDEO TECHNICAL QUALITY	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	JUDGE SCORE
1. Exposure/ Focus/ Color	Quality of exposure was excellent; the images are sharp, in focus and the lighting is highly effective to accurately tell the story.	The quality of the exposure/focus was good, although a few shots were blurry or did not come across clearly.	The quality of the exposure was average, the lighting was good and most of the images came across clearly.	The quality of the exposure was basic, several images were blurry, or lighting was either too bright or too dark.	Role play video not submitted OR The quality of the exposure is poor. The role play video is often out of focus or the lighting makes the images hard to see.	
2. Audio	Effective & balanced approach to sound throughout the role play video. Excellent judgment and appropriate use of silence and music / audio to capture the message of the role-play video.	The audio balance between background music and speaking parts was effective. Good judgment and appropriate use of silence and music / audio to capture the message of the role-play video.	Average use of background music, silence and speaking parts were used to shape the message of the role play video. The audio didn't stand out one way or another or impact the overall message.	Audio levels were too loud or too soft, or picked up a great deal of background noise which made it difficult for the viewer to hear.	Role play video not submitted OR The role play video included too much background noise and the message is not able to be understood due to poor quality of the audio.	
3. Editing / clean transitions /synchronization** *	Excellent use of video effects; editing and transitions are clear and there is high quality synchronization between the sound and video content.	Editing between scenes is strong, good transitions from scene to scene.	The editing and transitions between slides is average.	The editing was clunky. Inappropriate transitions between scenes.	Role-play video not submitted OR The scenes have too much movement causing distraction from the message. The editing and transitions between scenes is poor.	
4. Camera Technique / Composition	Excellent use of capturing the composition of movement and angles to make the story come to life. Advanced ability & unique perspective to allow the film to tell the story.	Camera technique is good and the composition of scenes tell a story. Angles and movement could be captured in a way to make the story come to life better.	The camera technique is of average role play and the composition does not stand out to the viewer.	Some evidence of thoughtful camera technique but captured intermittently throughout the role-play video. Most scenes were filmed at a basic level.	Role- play video not submitted OR The camera technique was basic, front facing shots with no evidence of intentional composition of the angles of the camera technique.	

C. ROLE PLAY VIDEO CONTENT	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	JUDGE SCORE
1. Effectiveness	The message of the role-play video did an extraordinary job at captivating the attention of the audience and activating a clear message that evokes emotion. It translates an important message. Role-play video aligns to the selected topic.	The message of the role-play video did a good job capturing the attention of the audience. The message stood out and evoked emotion. The role-play video was interesting and thoughtful. Role-play video aligns to the selected topic.	The message and content captured the attention of the audience. More could have been done to evoke emotion and share the content theme. Role-play video aligns to the selected topic.	The effectiveness of the message needed more attention to detail. The role-play video could have done a better job at connecting to the audience and delivering the overall message. Role-play video may not have aligned to the selected topic.	Role-play video not submitted OR The message of the role-play video was not effective. It did not capture the attention of the audience or deliver a critical message. The content did not evoke emotion or relay important information. Role-play video did NOT align to selected topic	
2. Impact	The message is highly impactful for the target market and effective. Role-play video aligns to the selected topic.	The message is good but could have a more specific impact to the target market and could inspire behavior change slightly more effectively.	The message of the role-play video was educational but did not impact the audience to action.	The impact of the message was not communicated clearly. The role-play video did not inspire the audience to action.	Role-play video not submitted OR The role-play video was not impactful and did not encourage positive behavior or elicit any emotion by the viewer.	
3. Creativity and Originality	The role-play video is extremely creative, clever and original. Excellent! Role-play video aligns to the selected topic.	The role-play video is good. Creative messaging and original content were displayed.	The role-play video provided an average amount of creativity and originality.	The creativity in the role-play video was basic. Little originality was included.	Role-play video not submitted OR No original thoughts or creative concepts were used in this role-play video.	
4. Role-play video leaves judges wanting to know more	When are you filming your next role-play video? The judge is waiting on the edge of their seat to see your next work! Role-play video aligns to the selected topic.	Great job! The judge wants to watch your next role-play video.	Judge liked this role-play video but may or may not be interested in seeing more.	This role-play video was okay, but judge probably won't go looking for any more.	Role-play video not submitted OR Judge has seen enough.	
C. ROLE PLAY VIDEO CONTENT	EXCELLENT 5 points	GOOD 5 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
5. Realistic visual imagery provided	Visual imagery was believable and realistic, and enhanced the message being portrayed. Role-play video aligns to the selected topic.	Most of the imagery was realistic and believable.	An average amount of realistic imagery was provided.	A fair amount of realistic visual imagery was provided.	Role-play video not submitted OR The visual imagery was not realistic.	
6. Writing for Script	The writing for the role-playing was excellent. No spelling/ grammatical errors. Role-play video aligns to the selected topic.	The role-play video did a good job highlighting the role-play writing to emphasize the message. Few, if any, spelling/ grammatical errors.	The writing of the role-play was mostly clear. More accuracy would have enhanced the message.	The writing in the role-play video was of fair quality. More focus and accuracy needed. Spelling/ grammatical errors were distracting.	Role-play video not submitted OR The role-play writing was not appropriate or accurate in the project delivery.	
Subtotal Points for Pre-Judging Role-Play Video (100)						

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Round Two Presentation Rubric

Team #: _____

Division: Middle School

Judge's Signature: _____

A. Presentation Content	EXCELLENT 15 points	GOOD 12 points	AVERAGE 9 points	FAIR 6 points	POOR 0 points	JUDGE SCORE
1. Defined the selected topic	Selected topic is clearly defined with evidence of a deep, insightful understanding of the topic.	The definition of the selected topic shows a solid grasp of understanding of the topic.	The definition of the selected topic demonstrated an average understanding of the topic.	The definition of the selected topic shows a basic understanding of the topic, but judges are left with more questions than answers.	Selected topic is not defined.	
2. Explained the "why" of their topic choice	The presentation shows the why in a clear, logical, and well-constructed presentation.	The explanation of the why for the topic selection was mostly clear and logical.	The explanation of the why was average with some components being hard to follow.	There is minimal explanation of the why of the topic selection.	The why of the topic selection was not included.	
3. Knowledge of the topic	Demonstrated an exceptional knowledge of the selected topic with excellent descriptions.	Knowledge was clear. The selected topic was covered adequately.	The information shared was somewhat vague. The information shared did not clearly define the topic.	Limited information regarding knowledge of the topic was shared.	Knowledge of the topic was not evident.	
4. Information used moving forward	The competitor speaks confidently and knowledgeably on how they would use the information moving forward toward pursuing a health care career.	The competitor demonstrates on understanding of the benefits of the information moving forward but could have been clearer regarding how it can be used.	The competitor lacks details in how the information would be used moving forward.	The competitor seems to have little knowledge of how the information would be implemented moving forward.	The competitor does not describe use of information moving forward.	
B. Presentation Delivery	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The team member's voice was loud enough to hear. To enhance the speech, the competitor varied the rate and volume. Appropriate pausing was employed.	The team members spoke loudly and clearly enough to be understood. The competitor varied the rate OR volume to enhance the speech. Pauses were attempted.	Team members could be heard most of the time. The competitor attempted to use some variety in vocal quality, but only sometimes successfully.	Judges needed help hearing /understanding much of the speech due to little variety in rate or volume.	The team member's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	

2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements and gestures were purposeful, enhanced the delivery of the speech, and did not distract. Body language reflects comfort in interacting with the audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor 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 in interacting with the audience—limited use of gestures to reinforce verbal messages. Facial expressions and body language are used to generate enthusiasm but seem forced.	The competitor'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. Presentation Delivery	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
3. Diction, Pronunciation and Grammar Diction Definition: Choice of words, especially with regard to correctness, clearness, and effectiveness. Pronunciation Definition: Act or manner of uttering officially.	Delivery emphasizes and enhances the message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). The tone heightened interest and complemented the verbal message.	Delivery helps to enhance the message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complimented the verbal message.	Delivery was adequate, and enunciation and pronunciation were suitable. However, noticeable verbal fillers (e.g., "ahs," "uh/us," or "you-knows") were present, and the tone seemed inconsistent at times.	Delivery quality was minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") are present. Delivery problems disrupt messages.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
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.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the presentation.	
Subtotal Points for Presentation (80)						
Total Points (Pre-judged video & presentation) (180)						