

Foundations of Healthy Living



Event Category: Leadership.....

Eligible Divisions: Middle School	Round One: 35 Q test (60 minutes)	Digital Upload: NO
Solo Event: 1 competitor	Round Two: Presentation (5 minutes)	Presentation Materials: Notecards only (optional)



New for 2026-2027

Editorial updates have been made.

TEXAS HOSA

Make sure to read TEXAS General Rules and Regulations for updated “Electronic Device Policies” and “Extended Stay Preparation”.

Texas State Leadership Conference

A Round 1 written exam will be used to slate the top ten (10) competitors for Round 2. Both Round 1 and Round 2 for State will be in person in Irving, Texas.

The top three (3) scores from State will advance to ILC.

Event Summary

Foundations of Healthy Living provides **Middle School Division** HOSA members the opportunity to gain the knowledge and skills required to understand healthy living and its impact on health throughout the lifespan. This competitive event consists of two rounds. Round One is a written, multiple-choice test, and the top-scoring competitors will advance to Round Two, where they will present their ideas related to their selected topic. This event aims to inspire members to learn more about health literacy topics and to develop healthy habits for a lifetime.

Sponsorship

HOSA- Future Health Professionals appreciates the sponsorship of this event by the [National Academy of Sports Medicine \(NASM\)](#). The National Academy of Sports Medicine (NASM) has developed a [special landing page](#) for HOSA competitors and advisors.



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 .
Competitors Must Provide	• Photo ID for both rounds • Two #2 lead pencils (not mechanical) with an eraser for test • Neon colored foam earplugs, NOT earbuds, for noise control (Rd1-optional) • Notecards; paper or electronic (optional) HOSA Conference Staff will provide equipment and supplies listed in Appendix I .
Official References	NASM has created a course specifically for HOSA members and is designated specifically for this competition. The course follows the test plan listed below and includes a combination of

	PDFs, articles, videos and blogs. • Access Selected Units of the HOSA Healthy Living Course created by NASM (see test plan below). • The following additional resource is available at HOSA Webinars: NASM - Health and Wellness Careers
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ROUND ONE- Test

Test Instructions	All competitors will be given a test and test answer sheet. The written test will consist of 35 multiple-choice items in a maximum of 60 minutes. See test instructions here .
Time Remaining Announcements	There will be NO verbal announcements for time remaining during ILC testing. All ILC testing will be completed in the Testing Center, and competitors are responsible for monitoring their own time.
Written Test Plan	The test plan for the Foundations of Healthy Living Test is: • Nutrition- 25% ◦ Food Labels ◦ Health Food Bars • Physical Activity- 25% ◦ Review of Early Sport Specialization ◦ Teaching Kids Sports • Mental Health- 10% ◦ Nutrition for Optimal Mental Health • Wellness through the Lifespan- 20% ◦ 30 Days to Improve Wellness • Disease Prevention- 20% ◦ Insulin Resistance and Weight Loss
Sample Test Questions	1. When was the first protein/energy bar produced in the United States? (Module: Nutrition) A. 1940's B. 1950's C. 1960's D. 1970's 2. What percent of the body's glucose is consumed by the brain? (Module: Mental Health) A. 10% B. 15% C. 20% D. 25% 3. Losing 20 pounds or more can increase your likelihood of diabetic remission by what percent? (Module: Insulin Resistance) A. 30% B. 40% C. 50% D. 60%

ROUND TWO- Presentation to Judges

1. The top competitors from Round One will advance to Round Two. The number of advancing competitors will be determined by the scores obtained in Round One and the space and time available for Round Two. Round Two finalists will be announced on-site at ILC per the conference agenda.
2. Round Two will consist of a five (5) minute presentation with judges.
3. Use of index card notes during the presentation is optional. Electronic notecards (on a tablet, smartphone, laptop, etc.) are permitted but may not be shown to judges. Please refer to GRRs . No other materials or visual aids are allowed.
4. The presentation will contain the following key items selected from one of the resource topics: a. Explanation of the selected topic and the why of their selection b. Knowledge gained and benefits to making healthy choices related to their topic c. How they will use the information moving forward
5. A timecard will be shown with one minute remaining during the presentation.
6. After time has been called, the competitor will be excused.

Final Scoring

1. The Round One test scores will be added to Round Two to determine the final results.
2. In the case of a tie, the highest test score will be used to determine the final rank.

Foundations of Healthy Living

Round Two Presentation Rubric

Competitor #: _____

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	The 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.	The 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 info moving forward toward achieving a healthier lifestyle.	The competitor demonstrates an understanding of the benefits of the info 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 the 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 competitor's voice was loud enough to hear. To enhance the speech, the competitor varied the rate and volume. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied the rate OR volume to enhance the speech. Pauses were attempted.	The competitor 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 competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of the presentation.	
2. Stage Presence (Poise, posture, eye contact, 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 the presentation.	
3. Diction, Pronunciation, Grammar	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	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.	

	verbal message.					
Diction= Choice of words, especially with regard to correctness, clearness, and effectiveness. Pronunciation= Act or manner of uttering officially.						
TOTAL POINTS (75)						