

Health Education

Event Category: Teamwork.....

Eligible Divisions: Middle School, Secondary & Postsecondary/ Collegiate	Round One: Portfolio pre-judged	Digital Upload: YES, portfolio
Team Event: 2-6 competitors per team	Round Two: Presentation (5 minutes)	Allowed Presentation Materials: Notecards (optional)



New for 2026-2027

Editorial changes have been made.

TEXAS HOSA

Area Spring Leadership Conference

Round One (Virtual Area Competitive Events) REQUIRED DIGITAL UPLOAD

ONE Team member must upload the Portfolio- as ONE combined PDF file. If the upload is not submitted as a single PDF document by the Area Spring registration deadline, 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.

The portfolio lesson will be judged virtually using the “Portfolio Section A of the Rating Sheets”. The top 10 portfolio team scores will be given an appointment time to present in person at the Area Spring Leadership Conference. The score from round one virtual judging will be added to round two scores.

Round Two (team in-person)

- Use of index card notes during the presentation is permitted. Electronic notecards (on a tablet, smartphone, laptop, etc.) are allowed, but will not be shown to judges. Please refer to [GRRs](#). **No other materials or visual aids are allowed..**
- **Top 3 teams from each Area will advance to the State Conference.**

Texas State Leadership Conference

Round One (Virtual State Competitive Events) REQUIRED DIGITAL UPLOAD

ONE Team member must re-upload the Portfolio- as ONE combined PDF file. If the upload is not submitted as a single PDF document by the STATE registration deadline, 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. **The portfolio lesson will be judged virtually using the “Portfolio Section A of the Rating Sheets”.** The score from round one virtual judging will be added to round two scores. All teams advancing to the State conference who upload will be given an appointment time to present in person.

Round two (team in-person)

- Use of index card notes during the presentation is permitted. Electronic notecards (on a tablet, smartphone, laptop, etc.) are allowed, but will not be shown to judges. Please refer to [GRRs](#). **No other materials or visual aids are allowed..**
- Top 3 teams from the State will advance to ILC. Teams that advance to ILC will need to upload again for ILC.**

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](#).



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 properly dressed to receive bonus points.				
Competitors Must Provide	• Photo ID • ONE team member uploads the portfolio (as a PDF file) to the HOSA Digital Upload System by May 15 for ILC competition (see advisor regarding SLC requirements and deadlines) • Index cards or electronic notecards (optional) HOSA Conference Staff will provide equipment and supplies listed in Appendix I.				
The Health Lesson	- 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. <i>EXAMPLES</i> of each are below: <table border="1"> <tr> <td> Physical Health (the normal functioning of the body): • Public Sanitation • Diabetes • Assistive technology • Brain Health • Reducing Environ. Risks for Children </td><td> Mental Health (condition with regard to psychological and emotional well-being): • Addictive Behavior • Brain Health • Depression and Anxiety • Eating Disorder and Body Anxiety • Incomnia </td></tr> <tr> <td> Environmental Health (factors in the environment that affect human health & disease): • Affordable and Clean Energy • Light/Air Pollution • Sustainable Environment • Ocean/Water Pollution • Climate Changes • Deforestation </td><td> Societal Health (non-medical factors that affect health outcomes): • Poverty and Hunger • Education Imbalance • Public Health Infrastructure • Work and Life Balance • Adolescent Health and Ageism • Digital Health </td></tr> </table> - Team members may create their own media tools or use prepared media (video, software, and/or print) as part of their lesson. - 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. - 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.	Physical Health (the normal functioning of the body): • Public Sanitation • Diabetes • Assistive technology • Brain Health • Reducing Environ. Risks for Children	Mental Health (condition with regard to psychological and emotional well-being): • Addictive Behavior • Brain Health • Depression and Anxiety • Eating Disorder and Body Anxiety • Incomnia	Environmental Health (factors in the environment that affect human health & disease): • Affordable and Clean Energy • Light/Air Pollution • Sustainable Environment • Ocean/Water Pollution • Climate Changes • Deforestation	Societal Health (non-medical factors that affect health outcomes): • Poverty and Hunger • Education Imbalance • Public Health Infrastructure • Work and Life Balance • Adolescent Health and Ageism • Digital Health
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ROUND ONE- Digital Portfolio (Pre-judged virtually)

Digital Portfolio Details	- 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. - The following items must be included in the portfolio: 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.) 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.
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	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. <i>Points will be awarded for compiling clean, legible reference page(s), but the formatting of the reference page(s) is not judged.</i> g. Pages above the maximum allowance will not be evaluated and no points will be given for information in excess pages. h. ALL pages will: ■ One-sided, typed ■ 12 pt., Arial font, double-spaced ■ On 8 ½ x 11" paper with 1" margins ■ Running header with team members' last names, and name of event on top left of each page (EXCEPT title page)
REQUIRED Digital Upload	3. ONE member of the team MUST upload the following item(s) to the Digital Upload System by May 15 for ILC. ● Portfolio- as ONE combined PDF file. 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. 4. 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. 5. Detailed instructions for uploading materials can be found at https://hosa.org/competitive-event-digital-uploads/ 6. State Leadership Conference (SLC) vs. HOSA's International Leadership Conference (ILC): a. 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. b. 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. 7. 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.

ROUND TWO- Presentation to Judges

1. All teams who upload a portfolio by the May 15 deadline will receive a Round Two appointment time where they will give a presentation to judges. Round Two teams will report to the scheduled room at their team's assigned appointment time.
2. The presentation will be no more than five (5) minutes. The timekeeper will announce when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after five (5) minutes.
3. 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.
4. Use of index card notes during the presentation is permitted. Electronic notecards (on a tablet, smartphone, laptop, etc.) are allowed, but will not be shown to judges. Please refer to GRRs . No other materials or visual aids are allowed.
5. All team members must take an active role in the presentation.

Final Scoring

1. Scores from the pre-judged portfolio 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.

Future Opportunities

The HOSA Scholarship program has funding available for HOSA members who have an interest in various health careers! The application process begins January 1, 2027, and can be found here: <https://hosa.org/scholarships/>.

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.

Health Education

Round One Digital Portfolio Rubric (pre-judged virtually)

Team #: _____ Division: ____MS____SS____PS/C Judge's Signature: _____

ONE PDF file of Portfolio Uploaded Online*: Yes ___ No ___

If the submission is NOT uploaded as a PDF file, judges are not to score the submission.

A. 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/accessible OR required components missing.	
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 1/2" 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.	
A. Portfolio	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	JUDGE SCORE
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.	

A. Portfolio	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	JUDGE SCORE
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):						

Health Education

Round Two Presentation Rubric

Team #: _____ Division: _____ SS, _____ PS/C Judge's Signature: _____

A. Presentation Content	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	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.	
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)	Each team's voice was loud enough to hear. They varied rate & volume to enhance the speech. Appropriate pausing was employed.	The team spoke loudly and clearly enough to be understood. The competitor varied the 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 Diction: choice of words, especially with regard to correctness, clearness, and effectiveness. 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.	
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 team members spoke more than others.	The team did not work effectively together.	One team member dominated the project presentation.	

C. Quality of the Lesson	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	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):						