

HE – Health Education

Local Advisor “Event Manager”	
Event Location	Tuesday, March 10 (Please see schedule for time and location)
Personnel	2 judges: Judges will act as timekeepers
Event Supplies	pens/pencils, calculators for judge, notepads for judge, stopwatch, flash cards for 1 minute and STOP. 10 minute intervals
Event Supplies Brought by Competitor	<ul style="list-style-type: none"> - Notes written on index cards or electronic - Portfolio in a black or blue binder with 2 extra copies of portfolio
Registration	Secondary = teams
Dress Code	Official HOSA Uniform or Proper Business Attire
Orientation	<ul style="list-style-type: none"> - Explain the event to the students and how it will work - Ask for student questions - Hand out time cards at 4:20, 4:30, 4:40, 4:50, 5:00, 5:10, 5:20, 5:30 PM
Timing Overview	<ul style="list-style-type: none"> - 6 minute presentation to judges - 4 minutes for judges to complete rating sheets & review the notebook
Event Overview	<ul style="list-style-type: none"> - For this event, teams of 2-4 members will 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, slides, overhead transparencies, or any other form of media. Teams will provide instruction to a targeted group of learners. - Competitors shall report to the orientation for the event where they will receive their appointment time. Competitors will also turn in 2 copies of their notebook at this orientation. - At their given appointment time, teams will report to the event site. They will have 6 minutes to explain their Project and Process. Teams will bring their original notebook and, if needed, notes written on index cards. They may use the contents of their notebook and their notecards as they explain the project and process. In this explanation: <ul style="list-style-type: none"> • Team members will explain the goal of their instructional topic, instructional planning process, and, why they did what they did. • Team members will share the value of their lesson/topic to the chosen audience. • Team members will describe the actual lesson using the presentation outline, including the use of presentation tools/media. • Team members will explain the role that each team member played in the preparation and delivery of the lesson. • Team members will talk about the techniques they used to evaluate the effectiveness/impact of their instruction. - During the presentation the timekeeper will present a flash card with time remaining at 1 minute. The presentation will be stopped at 6 minutes. - After the oral presentation, the teams are excused and the judges will have 4 minutes to complete the rating sheet.
Scoring	<ul style="list-style-type: none"> - After each team leaves the room, judges will complete the rating sheet. - At the conclusion of the event, bring rating sheets to HOSA Headquarters
Special Notes	<ul style="list-style-type: none"> - HOSA’s copy of the notebook should be a black & white or color photocopy on white 8 ½ x 11” paper that is stapled on the top left corner. It should NOT be hole-punched, placed in page protectors, or included in a notebook. - The two copies of the notebook are for HOSA to keep. The team will use their original portfolio during the interview and WAIT OUTSIDE the room while the original portfolio is judged – and then returned to the team before they leave.

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 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 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 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.

HEALTH EDUCATION – Judge's Rating Sheet

Section # _____ Judge's Signature _____
 Team # _____ Division: MS ____ SS ____ PS/Collegiate ____

Items Evaluated						JUDGE SCORE
<p>No partial points are given in Section A.</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: http://www.hosa.org/judge</p>	<p>A. Points for following Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IOSA portfolio used, numbered pages not exceeding max (32), in English. <input type="checkbox"/> Two (2) plain paper copies of portfolio, matching original portfolio, are submitted. <input type="checkbox"/> Reference page is included in portfolio. <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. <input type="checkbox"/> NO sheet protectors, page dividers or lamination used. <input type="checkbox"/> Nothing except portfolio shown to judges <p style="text-align: center;">All or nothing:</p> <p style="text-align: center;">30 points</p> <p style="text-align: center;">or</p> <p style="text-align: center;">0 points</p>					
B. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
1. 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.	The lesson plan narrative does not provide a description of the goal or plan for instruction	
2. Supportive Information	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.	
3. 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 (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. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
4. Materials	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.	
5. 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.	No feedback tools were provided.	
6. 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.	There are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.	
C. Presentation to Judges: Project and Process	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 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.	

D. Quality of the Lesson:	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Health related	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.	
D. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
1. Voice 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.	
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 speakers maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language 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.	

D. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
3. Diction*, Pronunciation** & Grammar	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.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the presentation.	
Total Points (115):						

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

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