

# Public Service Announcement

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

Competitors will not be required to show event guidelines at ILC. A Reference page is now required and must be uploaded to Tallo. Teams will no longer be required to submit an additional copy of the PSA on flash drive or USB during competition at ILC, only paperwork copies. The event rubrics have been updated to a new format. Scholarship information has been added to the guidelines.

**Purpose** To encourage HOSA members to analyze the general public's understanding of a health issue, and to use technology to produce a visual public service announcement that informs the community about an important health issue.

**Description** In this event, teams consisting of three-six (3-6) members will produce a 30-second visual Public Service Announcement (PSA). The PSA will promote a health service organization, bring awareness to a health situation, or educate the public at large in regard to health and well-being. Round One will be the viewing only of the PSA by the judges. Selected teams will give their presentation to a set of judges in Round Two.

## **2019 - 2020 Topic: Stop the Bleed.**

*The typical response time for Emergency Services is 6 -9 minutes, but life threatening injuries can be deadly in less time. Any one of us can be the difference between life and death for an injured person. Your PSA should encourage training in "Stop the Bleed", a national awareness campaign to learn life-saving techniques before professional Emergency Medical Services help can arrive. More information may be found at:*

[Stop the Bleed](#)

[You Are the Help Until Help Arrives](#)

[Stop the Bleed: Apply Pressure](#)

**Dress** Competitors must be in official HOSA uniform or 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 division in which they are registered to compete (Secondary or Postsecondary/ Collegiate).
2. Competitors must be familiar with and adhere to the ["General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)."](#)

**The PSA**

3. The PSA must be visual. It is the team's responsibility to assure that the PSA is broadcast quality and can be shown on a standard electronic device brought by the team.

4. The PSA must be original with the teams drawing upon artistic, musical, written, and technical skills to create an original video production. Running times will be considered as first fade/visual/sound to the last.
5. The beginning of the PSA may include a title. The end of the PSA may include credits for the team members or HOSA chapter. Teams may use creativity when adding the title and credits to the PSA. The title and credits will be counted in the 30-second time limit.
6. The PSA must be “show ready” which may include a black lead at the beginning and end of each PSA. The pure black lead and end is optional and does not count as part of the 30-second length of the PSA.
7. The team will choose the genre (comedy, drama, documentary, musical video, etc.) and target audience they think will work best with their PSA to promote the annual topic.
8. The work on this PSA must be completely accomplished by team members. They may receive instruction in filming and editing from an outside source, however, the actual filming, editing, and all production steps must be accomplished by team members. This does NOT include the actors. Actors may or may not be members of the team. Advisors must sign the Validation Form, found in these guidelines, verifying that only team members worked on the production of the PSA.
9. If you are using any kind of music or copyright protected logos or material (including trademarked products) in the PSA, you and your chapter advisor are responsible for obtaining all necessary releases and meeting all legal requirements. Written permission to use copyright-protected material in your PSA must be uploaded to Tallo and included with the Copyright Form submitted at the event appointment time.
10. The PSA must be shown at the team’s school, in the community, on a local TV station, and/or on social media. The accompanying Air Date Form in these guidelines must be completed and submitted at the Round One appointment time. The form attests to the date(s) the PSA was presented, and requires the signatures of the community organization’s executive director, station manager, or school principal to verify it was aired to an appropriate audience.

### Required Tallo Uploads

11. The following items must be uploaded by *each* member of the team to Tallo: Reference Page, Validation Form, Copyright Form, Airdate Form, and a link to the PSA.
12. **Reference Page:** A reference page must be prepared for any content used to develop the PSA. 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>.

**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.*

### **Competitive Process - ROUND ONE: The PSA**

13. All teams will report to the event site for required orientation. Teams will then return at their appointed time and be prepared to submit paperwork and show their PSA to judges. At ILC, [photo ID](#) must be presented prior to competing.
14. At their given appointment time, teams will submit the following forms IN A SEALED LARGE ENVELOPE (9x12") with the event name, HOSA chapter (name, number, and division), school name and team member names clearly printed on the front.
  - Air Date Form
  - Validation Form
  - Copyright form (with all permission letters and licenses regarding the use of copyright-protected material)
  - Reference Page
15. Teams will be ready with their PSA at their appointed Round One time. Teams will bring an electronic device running on battery power and will have one minute to prepare to show the PSA after entering the competition room. Teams will not need to submit a copy of their PSA, but just be prepared to show the PSA to the judges.
16. Team members will operate the equipment to view the PSA. Judges will watch the PSA, along with the team members. Team members will not speak during Round One, and will leave the room after the end of the PSA with their equipment.
17. Teams will bring their own laptop computer or portable DVD player operating on battery power for showing the PSA. The PSA should be clearly visible to judges sitting 5 feet away from the screen. (*HOSA will NOT provide a TV, DVD, electrical power, wi-fi, or connecting cables.*) Teams need to bring their own copy of the PSA, or have it loaded on their computer, in addition to uploading it to Tallo.
18. The PSA must be in English for judging.
19. In the event of a tie in Round One, a tie-breaker will be determined by the highest score on items on the rating sheet in order from top to bottom.

### **Competitive Process - ROUND TWO: The Presentation**

20. The top secondary and postsecondary/collegiate teams from Round One will advance to Round Two, the presentation. Number of advancing teams will be determined by criteria met in Round One and space available for Round Two.
21. Teams will be ready with their PSA at their appointed Round Two time. Teams will bring an electronic device running on battery power. Teams will have one minute to prepare to show the PSA after entering the competition room. Team members may be asked to prepare for their presentation while the judges complete the rating forms from the previous team. At ILC, [photo ID](#) must be presented prior to competing.

22. Team members will operate the equipment to view the PSA. Judges will watch the PSA, along with the team members.
23. After the PSA has been viewed, teams will be given 4 minutes to describe their creative process, public use of the PSA, and how they think the PSA will change the public's opinion, actions, or feelings. The team can replay the PSA, starting and stopping as desired, during the 4 minutes. A time card will be shown when there is one (1) minute remaining. Teams will be stopped after 4 minutes.
  - A. All team members must take an active role in the presentation.
  - B. 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.
  - C. Props or costumes may not be used.
24. After the presentation, the team will leave the room with their PSA and the judges will then have an additional 4 minutes to complete the Rating Sheet.
25. Scores from Round One will be added to Round Two to determine the final results.
26. The PSA, Air Date Form, Validation Form, Copyright Form with all Permission Letters, and Reference Page will become the property of HOSA-Future Health Professionals. By entering this event, the competitors grant permission for the airing of their PSA on the HOSA website.
27. In the event of a tie in Round Two, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
28. For states that do not have a Round 1 and Round 2, they have the option of judging both the PSA and the presentation with the same set of judges OR they may have different judges for each item and add the scores together; whichever is fastest and most convenient to them.
29. CHECK WITH YOUR STATE ADVISOR to determine the process used for state competition. You may be asked to make extra copies of your DVD and written materials if you qualify for international competition.
30. Teams are encouraged to retain all original documents and videos, and submit copies for state and international competition. At each level of competition, you must follow the guidelines and turn in the materials indicated. They will NOT be mailed from State to International competition. Any materials turned in during the event appointment time at the International Leadership Conference **WILL NOT** be returned to the competitor.
31. 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

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 link to their PSA with .pdfs of the reference page, validation, air date, & copyright forms to the **Public Service Announcement** 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 link to the PSA with .pdfs of the reference page, validation, air date, & copyright forms 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 link to the PSA with .pdfs of the reference page, validation, air date, & copyright forms 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 link to the PSA with .pdfs of the reference page, validation, air date, & copyright forms for the regional and/or state level, it does not need to be resubmitted for ILC. Uploading the link to the PSA with .pdfs of the reference page, validation, air date, & copyright forms ONCE is sufficient for all three levels of competition (regional, state, ILC).
  2. **However**, competitors ARE allowed to change the content of their PSA, reference page, validation, air date, & copyright forms between conferences. IF such content changes are made, competitors should replace their original upload on Tallo with the most current version.
  3. The link to the PSA with .pdfs of the reference page, validation, air date, & copyright forms 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

- Link to PSA, along with .pdfs of the reference page, validation, air date, & copyright forms, from *each team member*, uploaded to Tallo by published deadline
- [Photo ID](#)
- Watch with second hand (optional)
- ONE large (9x12”) envelope w/HOSA chapter (name, number, and division), school name and team member names clearly printed on the front
- Signed Air Date & Validation Forms and Reference Page (inside envelope)
- Signed Copyright Form with copyright permission letters or proof of legal use of music, logos, etc... (if needed, inside envelope)
- Electronic device on battery power for showing the PSA (*HOSA will NOT provide a TV, DVD, electrical power, or connecting cables.*)
- #2 pencil (for evaluations)

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

#### Required Personnel

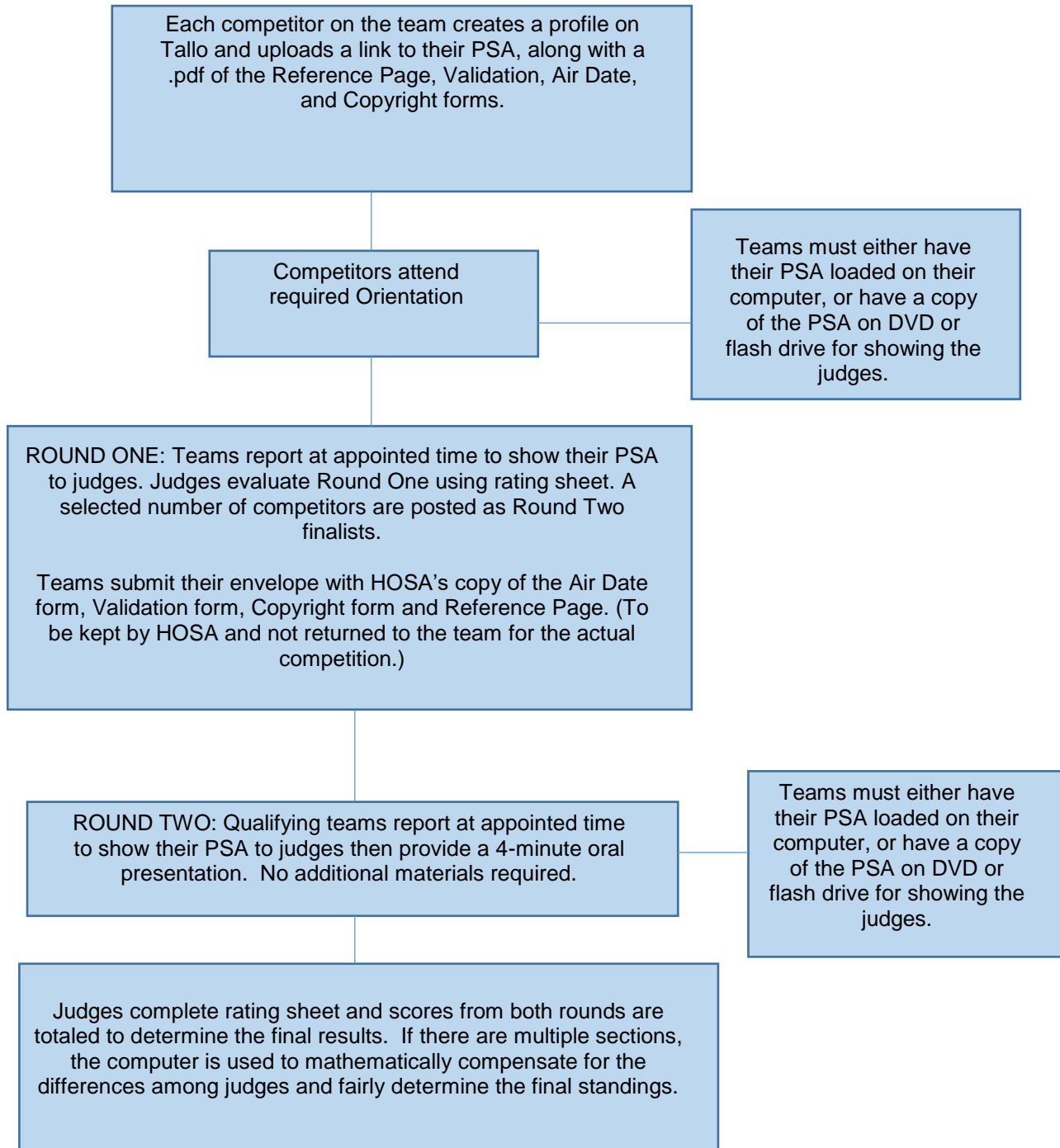
- One Event Manager
- One Judge Manager (JM) to provide quality assurance for the event by ensuring that the guidelines are followed and all event documents are complete.
- One Section Leader per section
- Two - three judges per section
- One timekeeper per section
- One-two event assistants per section

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

- One room per section, tables for judges & personnel (see [HOSA Room Set](#))
- List of competitors for check-in
- Marker for labeling materials as needed
- Evaluation Forms – competitor, judge, and personnel
- #2 lead pencils (for judges & evaluations)
- Flash card for 1 minute remaining
- Copy of event topic for judges – one per section

- Rating sheets (both rounds) – one per judge per team
- Copy of guidelines for judges
- Stopwatch or timer, one per section
- List of competitors who have uploaded materials to Tallo by deadline.
- Hand Sanitizer (alcohol based handrub)

## Event Flow Chart





# PUBLIC SERVICE ANNOUNCEMENT

## Submission, Topic, Audience and Copyright Information

- Submission** All required event forms and the DVD must be submitted by the team during their assigned appointment time at the HOSA International Leadership Conference and will not be returned. Each team member must upload the PSA link to Tallo, per the instructions above, by the published deadline.
- Topic** The topic is broad in an effort to give team members flexibility and creativity in developing their visual PSA. The PSA should draw attention to important aspects of the topic, and inform the public in a way that will save lives and/or promote healthy behavior.
- Audience** You should consider the needs of the target audience when producing the visual PSA. A PSA that is shown to a school audience may not be appropriate if the target audience is senior citizens, the medical community, etc. Once you determine the specific goal of your PSA and needs of the target audience, be certain the PSA is seen by the appropriate audience in the community.
- Copyright** The use of recorded music in a PSA 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 PSA.

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 such as <http://www.royaltyfreemusic.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 in the PSA.

***HOSA chapters are required to act responsibly and follow all applicable copyright laws in the production of a HOSA-Future Health Professionals Public Service Announcement.***



# HOSA PUBLIC SERVICE ANNOUNCEMENT AIR DATE FORM

Please complete this form, upload to Tallo, and submit it in your team envelope prior to Round 1. PSAs without all required forms properly submitted, completed, signed and dated, will be assessed penalty points. Type or print clearly. Duplicate this form if space for additional air dates is needed.

**PSA Title** \_\_\_\_\_

**School** \_\_\_\_\_

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**Air Date and Time** \_\_\_\_\_

Location \_\_\_\_\_

*If posted online, url:* \_\_\_\_\_

Comments:

\_\_\_\_\_, Organization/Station Representative, School Admin  
Signature

\_\_\_\_\_  
Name (Printed)

\_\_\_\_\_  
Title

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**Air Date and Time** \_\_\_\_\_

Location \_\_\_\_\_

*If posted online, url:* \_\_\_\_\_

Comments:

\_\_\_\_\_, Organization/Station Representative, School Admin  
Signature

\_\_\_\_\_  
Name (Printed)

\_\_\_\_\_  
Title

# HOSA PUBLIC SERVICE ANNOUNCEMENT COPYRIGHT FORM

Please complete this form, upload to Tallo, and submit it in your team envelope prior to Round 1. PSAs without all required forms properly submitted, completed, signed and dated, will be assessed penalty points. Type or print clearly.

**PSA Title** \_\_\_\_\_

**School** \_\_\_\_\_

Did this PSA 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...

**Signatures of Team Members and Date**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_



## PUBLIC SERVICE ANNOUNCEMENT - Judge's Rating Sheet ROUND ONE – THE PSA

Competitor # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_\_ PS/C \_\_\_\_\_

<b>A. Points for following Guidelines:</b>						<b>JUDGE SCORE</b>
<p><b>No partial points are given in Section A.</b></p> <p>All four 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><input type="checkbox"/> PSA is no longer than 30 seconds in length (not counting optional pure black lead in beginning and end of PSA).</p> <p><input type="checkbox"/> Submitted large envelope with the HOSA chapter (name, number, and division), school name and team member names clearly printed on the front containing: completed air date, copyright, and validation forms, and reference page.</p> <p><input type="checkbox"/> PSA is on topic and in English.</p> <p><input type="checkbox"/> A link to the PSA along with .pdfs of the validation, air date, copyright forms &amp; Reference page was uploaded to Tallo (by EACH team member) by the published deadline.</p> <p style="text-align: center;"><b>All or nothing: 30 points</b></p> <p style="text-align: center;"><b>or</b></p> <p style="text-align: center;"><b>0 points</b></p>					
<b>B. TECHNICAL QUALITY</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Exposure/Focus/Color</b>	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.	The quality of the exposure is poor. The PSA is often out of focus or the lighting makes the images hard to see.	
<b>2. Audio</b>	Effective and balanced approach to sound throughout the PSA. Excellent judgement and appropriate use of silence and music/audio to capture the message of the PSA.	The audio balance between background music and speaking parts was effective. Good judgement and appropriate use of silence and music/audio to capture the message of the PSA.	Average use of background music, silence and speaking parts were used to shape the message of the PSA. 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.	The PSA included too much background noise and the message is not able to be understood due to poor quality of the audio.	
<b>3. Editing / clean transitions / synchronization*</b>	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.	The scenes have too much movement causing distraction from the message. The editing and transitions between scenes is poor.	
<b>4. Camera Technique / Composition</b>	Excellent use of capturing the composition of movement and angles to make the story come to life. Advanced ability and 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 skill and the composition does not stand out to the viewer.	Some evidence of thoughtful camera technique but captured intermittently throughout the PSA. Most scenes were filmed at a basic level.	The camera technique was basic, front facing shots with no evidence of intentional composition of the angles of the camera technique.	

<b>C. CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Effectiveness</b>	The message of the PSA did an extraordinary job at captivating the attention of the audience and activating a clear message that evokes emotion. It translates an important message.	The message of the PSA did a good job capturing the attention of the audience. The message stood out and evoked emotion. The PSA was interesting and thoughtful.	The message and content captured the attention of the audience. More could have been done to evoke emotion and share the content theme.	The effectiveness of the message needed more attention to detail. The PSA could have done a better job at connecting to the audience and delivering the overall message.	The message of the PSA 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.	
<b>2. Impact</b>	The message is highly impactful for the target market and encourages a "call to action" in a positive manner.	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 PSA was educational but did not impact the audience to action.	The impact of the message was not communicated clearly. The PSA did not inspire the audience to action.	The PSA was not impactful and did not encourage positive behavior or elicit any emotion by the viewer.	
<b>3. Creativity and Originality</b>	The PSA is extremely creative, clever and original. Excellent!	The PSA is good. Creative messaging and original content were displayed.	The PSA provided an average amount of creativity and originality.	The creativity in the PSA was basic. Little originality was included.	No original thoughts or creative concepts were used in this PSA.	
<b>4. PSA leaves judges wanting to know more</b>	When are you filming your next PSA? The judge is waiting on the edge of their seat to see your next work!	Great job! The judge wants to watch your next PSA.	Judge liked this PSA but may or may not be interested in seeing more.	This PSA was okay, but judge probably won't go looking for any more.	Judge has seen enough.	
<b>C. CONTENT</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>5. Realistic visual imagery provided</b>	Visual imagery was believable and realistic, and enhanced the message being portrayed.	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.	The visual imagery was not realistic.	
<b>6. Talent</b>	Actors were extremely talented and delivered a message that was believable and realistic. Professional-level quality of talent was delivered.	The actors did a good job delivering a message that was believable and realistic.	The talent in regard to the actors was average. The material seemed forced.	The actors could have used more rehearsing to create a more believable product.	The actors were not believable in delivering their message. Much more effort needed.	
<b>7. Writing</b>	The word choices and placement on screen were of high quality and enhanced the message. No spelling/ grammatical errors.	The PSA did a good job highlighting the written words to emphasize the message. Few, if any, spelling/ grammatical errors.	The words written in the PSA were mostly clear (small lettering, too many words, text hard to read, etc). More accuracy would have enhanced the message.	The writing displayed in the PSA was of fair quality. More focus and accuracy needed. Spelling/ grammatical errors were distracting.	The PSA writing was not appropriate or accurate in the project delivery.	
<b>Total Points (125):</b>						

\***Synchronization**- the operation or activity of two or more things at the same time or rate.

**PUBLIC SERVICE ANNOUNCEMENT – Judge’s Rating Sheet  
ROUND TWO – THE PRESENTATION**

Section # \_\_\_\_\_ Division: SS \_\_\_\_\_ PS/C \_\_\_\_\_

Team # \_\_\_\_\_ Judge’s Signature \_\_\_\_\_

<b>A. Points for following Guidelines:</b>						<b>JUDGE SCORE</b>
<p><b>No partial points are given in Section A.</b></p> <p>The item listed MUST be completed to receive 20 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>	<input type="checkbox"/> Nothing except PSA shown to judges					
<p><b>All or nothing:</b></p> <p><b>20 points</b></p> <p><b>or</b></p> <p><b>0 points</b></p>						
<b>B. PRESENTATION CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Creative process</b>	Exceptional description of the team’s creative process outlining how they came up with their idea and how they developed the PSA.	Above average description of the team’s creative process outlining how they came up with their idea and how they developed the PSA.	The description of the creation of the PSA was moderate and somewhat described the creative process.	The description of the creation of the PSA was only fairly effective and only briefly described the creative process.	The team was unable to effectively describe their journey of creating the PSA.	
<b>2. Public use of the PSA</b>	The team incorporated a thoughtful implementation strategy to showcase their PSA to a public audience. The team is able to describe their process to make this happen and the impact/response of the audience reaction.	The PSA was disseminated to a public audience and the team was able to share the impact of the public viewing.	The team adequately described the process of how the public viewed their work.	The team did not think through how they would launch their PSA to a public audience. The public use came across to the judges as an afterthought.	No mention of the public use of PSA was offered during the presentation.	
<b>3. Public Response</b>	Excellent description on how the PSA will change the public’s opinion, action, or feelings on the topic. A strong emotional connection was present.	The competitors did a good job describing how the PSA will change the public’s opinion, actions, or feelings. An emotional connection was attempted.	The team made a good attempt at describing how the PSA will change the public’s opinion, actions or feelings, but fell short.	Team members vaguely described how the PSA will change the public’s opinion, actions and feelings.	No mention of how the PSA will change the opinion of the public’s thoughts, actions or opinions.	
<b>4. Understanding of the subject/ theme and purpose of the PSA.</b>	It is evident that this team has a clear understanding of the subject/theme and purpose of the PSA. Excellent Presentation.	Through most of the presentation, the team was able to demonstrate the purpose of the PSA. Good presentation.	Occasionally the team members were able to demonstrate a clear understanding of the subject, theme and purpose of the PSA.	The team did not demonstrate a clear understanding of the subject, theme and purpose of the PSA. More attention to detail is needed.	No mention of the purpose of PSA, Team members appeared unclear as to subject/theme and purpose of PSA.	

<b>C. 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.	T 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>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 (80):</b>						

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

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



**PUBLIC SERVICE ANNOUNCEMENT  
Combined Judge's Rating Sheet  
Round 1 – The PSA and Round 2 – The Presentation**

Competitor # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
Team # \_\_\_\_\_ Division: SS \_\_\_\_\_ PS/C \_\_\_\_\_

A. Points for following Guidelines:						JUDGE SCORE
<p><b>No partial points are given in Section A.</b></p> <p>All five items MUST be completed to receive 50 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><input type="checkbox"/> PSA is no longer than 30 seconds in length (not counting optional pure black lead in beginning and end of PSA).</p> <p><input type="checkbox"/> Submitted large envelope with the HOSA chapter (name, number, and division), school name and team member names clearly printed on the front containing: completed air date, copyright, and validation forms, and reference page.</p> <p><input type="checkbox"/> PSA is on topic and in English.</p> <p><input type="checkbox"/> A link to the PSA along with .pdfs of the validation, air date, copyright forms &amp; Reference page was uploaded to Tallo (by EACH team member) by the published deadline.</p> <p><input type="checkbox"/> Nothing except PSA shown to judges during presentation</p> <p style="text-align: center;"><b>All or nothing: 50 points</b></p> <p style="text-align: center;">or</p> <p style="text-align: center;"><b>0 points</b></p>					
B. PSA TECHNICAL QUALITY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
<b>1. Exposure/Focus/Color</b>	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.	The quality of the exposure is poor. The PSA is often out of focus or the lighting makes the images hard to see.	
<b>2. Audio</b>	Effective & balanced approach to sound throughout the PSA. Excellent judgement and appropriate use of silence and music / audio to capture the message of the PSA.	The audio balance between background music and speaking parts was effective. Good judgement and appropriate use of silence and music / audio to capture the message of the PSA.	Average use of background music, silence and speaking parts were used to shape the message of the PSA. 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.	The PSA included too much background noise and the message is not able to be understood due to poor quality of the audio.	
<b>3. Editing / clean transitions / synchronization***</b>	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.	The scenes have too much movement causing distraction from the message. The editing and transitions between scenes is poor.	
<b>4. Camera Technique / Composition</b>	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 skill and the composition does not stand out to the viewer.	Some evidence of thoughtful camera technique but captured intermittently throughout the PSA. Most scenes were filmed at a basic level.	The camera technique was basic, front facing shots with no evidence of intentional composition of the angles of the camera technique.	

<b>C. PSA CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Effectiveness</b>	The message of the PSA did an extraordinary job at captivating the attention of the audience and activating a clear message that evokes emotion. It translates an important message.	The message of the PSA did a good job capturing the attention of the audience. The message stood out and evoked emotion. The PSA was interesting and thoughtful.	The message and content captured the attention of the audience. More could have been done to evoke emotion and share the content theme.	The effectiveness of the message needed more attention to detail. The PSA could have done a better job at connecting to the audience and delivering the overall message.	The message of the PSA 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.	
<b>2. Impact</b>	The message is highly impactful for the target market and encourages a "call to action" in a positive manner.	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 PSA was educational but did not impact the audience to action.	The impact of the message was not communicated clearly. The PSA did not inspire the audience to action.	The PSA was not impactful and did not encourage positive behavior or elicit any emotion by the viewer.	
<b>3. Creativity and Originality</b>	The PSA is extremely creative, clever and original. Excellent!	The PSA is good. Creative messaging and original content were displayed.	The PSA provided an average amount of creativity and originality.	The creativity in the PSA was basic. Little originality was included.	No original thoughts or creative concepts were used in this PSA.	
<b>4. PSA leaves judges wanting to know more</b>	When are you filming your next PSA? The judge is waiting on the edge of their seat to see your next work!	Great job! The judge wants to watch your next PSA.	Judge liked this PSA but may or may not be interested in seeing more.	This PSA was okay, but judge probably won't go looking for any more.	Judge has seen enough.	
<b>C. PSA CONTENT</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>5. Realistic visual imagery provided</b>	Visual imagery was believable and realistic, and enhanced the message being portrayed.	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.	The visual imagery was not realistic.	
<b>6. Talent</b>	Actors were extremely talented and delivered a message that was believable and realistic. Professional-level quality of talent was delivered.	The actors did a good job delivering a message that was believable and realistic.	The talent in regard to the actors was average. The material seemed forced.	The actors could have used more rehearsing to create a more believable product.	The actors were not believable in delivering their message. Much more effort needed.	
<b>7. Writing</b>	The word choices and placement on screen were of high quality and enhanced the message. No spelling/grammatical errors.	The PSA did a good job highlighting the written words to emphasize the message. Few, if any, spelling/grammatical errors.	The words written in the PSA were mostly clear (small lettering, too many words, text hard to read, etc). More accuracy would have enhanced the message.	The writing displayed in the PSA was of fair quality. More focus and accuracy needed. Spelling/grammatical errors were distracting.	The PSA writing was not appropriate or accurate in the project delivery.	

<b>D. PRESENTATION CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Creative process</b>	Exceptional description of the team's creative process outlining how they came up with their idea and how they developed the PSA.	Above average description of the team's creative process outlining how they came up with their idea and how they developed the PSA.	The description of the creation of the PSA was moderate and somewhat described the creative process.	The description of the creation of the PSA was only fairly effective and only briefly described the creative process.	The team was unable to effectively describe their journey of creating the PSA.	
<b>2. Public use of the PSA</b>	The team incorporated a thoughtful implementation strategy to showcase their PSA to a public audience. The team is able to describe their process to make this happen and the impact/response of the audience reaction.	The PSA was disseminated to a public audience and the team was able to share the impact of the public viewing.	The team adequately described the process of how the public viewed their work.	The team did not think through how they would launch their PSA to a public audience. The public use came across to the judges as an after-thought.	No mention of the public use of PSA was offered during the presentation.	
<b>3. Public Response</b>	Excellent description on how the PSA will change the public's opinion, action, or feelings on the topic. A strong emotional connection was present.	The competitors did a good job describing how the PSA will change the public's opinion, actions, or feelings. An emotional connection was attempted.	The team made a good attempt at describing how the PSA will change the public's opinion, actions or feelings, but fell short.	Team members vaguely described how the PSA will change the public's opinion, actions and feelings.	No mention of how the PSA will change the opinion of the public's thoughts, actions or opinions.	
<b>4. Understanding of the subject/ theme and purpose of the PSA.</b>	It is evident that this team has a clear understanding of the subject/theme and purpose of the PSA. Excellent Presentation.	Through most of the presentation, the team was able to demonstrate the purpose of the PSA. Good presentation.	Occasionally the team members were able to demonstrate a clear understanding of the subject, theme and purpose of the PSA.	The team did not demonstrate a clear understanding of the subject, theme and purpose of the PSA. More attention to detail is needed.	No mention of the purpose of PSA, Team members appeared unclear as to subject/theme and purpose of PSA.	
<b>E. 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>5. 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.	T 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>E. 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>6. 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>7. 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>8. 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 (205):</b>						

\*\*\*Synchronization- the operation or activity of two or more things at the same time or rate.

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

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