



Grade 5 Sample Lesson Plan: Community Health Fair

Examine community health issues.

Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.

Identify how culture, family, friends, and the media influence health practices.

Promote the value of community health and wellness.

Advocate for a caring school environment.

together.

Promote volunteerism and community service

Objectives/Goals

- Students will coordinate a family and community educational event to promote health.

Materials

- School facilities and invited community health representatives

Steps

- Actively involve students in the planning and coordination of a community health fair that includes information and activity booths set up by local community health representatives.
- At each area of activity, have students collect stamps to denote participation.

Assessment Idea

- Evaluate student participation in planning, displays, and activities

References

- Action For Healthy Kids - Health and Wellness Fair
<http://www.actionforhealthykids.org/tools-for-schools/find-challenges/gymnasium-challenges/1237-health-and-wellness-fair>
- Action for Healthy Kids – How to Host a Health Fair – 7 Strategies for

Health Smart Virginia Sample Lesson Plan

Success <http://www.actionforhealthykids.org/success-stories/1187-how-to-host-a-health-fair-7-strategies-for-success>

- Good Health – Its' Elementary! An Elementary School Health Fair
<http://resources21.org/cl/contextual.asp?projectnumber=14>
- Texas A & M Health Fair Planning Guide
<http://fcs.tamu.edu/files/2015/02/health-fair-planning-guide.pdf>
- Virginia Department of Health www.vdh.virginia.gov
- American Cancer Society www.cancer.org
- American Diabetes Association www.diabetes.org
- American Heart Association www.heart.org
- Virginia Safe Kids Coalition - <https://www.safekids.org/coalition/safe-kids-virginia>
- Virginia Resource Directory - www.211.virginia.org

Good Health--It`s Elementary! An Elementary School Health Fair

Basics

Project Title

Good Health--It`s Elementary!
An Elementary School Health Fair

View/Download File: </project14/Elementary Health Frameworks.doc>

Theme

Promotion of wellness

Submitted By

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Organization

Union 61: Brimfield, Brookfield, Holland, Sturbridge and Wales

Brief Description

Students at the elementary level will organize a community health fair. They will arrange for a variety of health care agencies to attend the event and to promote general health by offering presentations and educational materials. Students, families, and community members are invited to attend this event.

Materials / Resources

See attachments in the Units/Activities section which provide support for the activities.

Team members

Health fair coordinator, classroom teacher or teachers

Pre-requisite knowledge

Students will draw upon their own personal health experiences as they engage in this project.

Technical support needed

Classroom computers can be used by the students to efficiently engage in the activities.
Presenters may bring electronic media that requires technology to run.

Any modifications or extensions for particular student populations?

This project could be expanded to include a wide range of classes of students of any age. Each class could select a health topic of interest such as bicycle safety. After studying the topic, the class could prepare a display for the health fair. Additionally, students can work as exhibitors to present information about good health using materials such as a human heart model, nutrition display boards, blood pressure cuffs, fat chunk models, a pediatric oximeter, a stethoscope, a safety ball, My Body display charts, fitness dice, a food choices flip chart, a sugar facts test tube set, and portion distortion models.

Key Questions

Key Questions

What are the essential elements of a successful community event?
How can individuals work together to plan and carry out a successful community event?
How can we promote healthy lifestyles in our community?
What can each of us do for ourselves to enhance healthy living?
What resources are available to us to support a healthy lifestyle?

Connections: How or why was this topic identified? Why is it meaningful?

After reviewing the nursing end of the year report, it was determined that there are an increasing amount of students with a variety of psycho-social and medical concerns. It is our intent that by participating in a health fair and making connections with community health professionals, these students will recognize the resources available to them that can support them toward achieving optimal health and academic success. All students will gain updated general health information to help them and their families make healthy lifestyle choices.

Background Research: What resources were used to find background information for this project?

Health Fair Planning Guide developed by Texas Agrilife Extension Service
Health and Wellness Resource Manual compiled by Tantasqua Regional & Union 61 School Nurses

Web Link:

http://fcs.tamu.edu/health/health_fair_planning_guide/index.php

View/Download File: /project14/TRU61 Health and Wellness Resource Manual_614.doc

Outcomes: What was the outcome? How was it shared or applied in the community?

A health fair creates an opportunity to expand community partnerships and build awareness of local services offered to students and their families. A Community Health and Resource Manual can be developed or updated following the health fair and made available to the community in a designated area of each school.

Units / Activities

Activity 1: Introduction to Health Fairs (1 class period)

Students, with teacher guidance, discuss areas of health that are important to them. Students brainstorm health topics that they would like to learn about at a health fair. The school nurse or health educator will give a presentation regarding the components needed to set up a health fair.

Activity 2: Identification of Target Health Issues (1 class period)

Students, with teacher guidance, develop a survey asking peers to recommend important health topics for students in their age group. They then write a one-page paper on the health topics they think should be included in a health fair. Students, with teacher guidance, determine if the health fair will be an educational, activity-oriented, health screening, community-based, or student-based health fair.

Activity 3: Identification of Exhibitors (1 class period)

Students review surveys and make a list of recommended health topics. The school nurse/health educator provides guidance regarding community organizations and resources that could provide information on the selected topics.

Tantasqua Regional/Union 61 Health and Wellness Resource Manual (attached)

View/Download File: /project14/TRU61 Health and Wellness Resource Manual_828.doc

Activity 4: Exhibitor Invitations (1 class period)

The teacher displays a number of invitations and students identify the essential elements needed for an invitation. Students work in small groups to complete the invitations to potential exhibitors, with one group developing a graphic, another group penning the invitation, and a third group addressing the envelopes. With the invitations, students also include a prepared health fair exhibitor registration form and a self-addressed stamped envelope so that the exhibitors can send back the health fair registration form.

Several examples of invitations Tantasqua Regional/Union 61 Health and Wellness Resource Manual (attached above) Note paper, envelopes, stamps Art supplies Health Fair Exhibitor Registration Template (attached)

View/Download File: /project14/Health Fair Exhibitor Registration Template_995.doc

Activity 5: Organizing the Health Fair (1 class period)

Students work with the teacher to brainstorm tasks that need to be completed in order to run the health fair and then will organize themselves into subcommittees. Possible subcommittees include correspondence, organization, decorations and prizes, refreshments, and questionnaire and evaluation.

Activity 6: Project Timeline (1 class period)

Students work with the teacher to select a date and site for the health fair. Students then work in subcommittees to review tasks that were identified and to add other tasks which are needed. They put the tasks in the order in which they need to be accomplished. The teacher provides guidance to help students develop a deadline for each activity. Students then create a mini-poster that includes the to-do list for each subcommittee. As the project unfolds, students can then check off each activity as it is completed.

Poster board Art supplies

Activity 7: Request Handouts (1 class period)

Students review a variety of letters and select the one that includes all of the components of a letter. The teacher reviews the elements of a business letter. The teacher then distributes or posts a list of health agencies that provide handouts. Students, working in pairs, select an agency to contact and write a letter requesting free health materials. Students create a self-addressed, stamped envelope and include that with the letter in an envelope that they address and stamp.

Several examples of business letters, with one letter having all of the features of a business letter and the others lacking in some respect Note paper, envelopes, stamps

Activity 8: Organizing the Health Fair (several class periods)

Students work in committees to carry out the committee work before, during and after the health fair. As students complete a task, they check it off on the poster that lists the tasks.

Health Fair Committee Work Chart (attached)
Health Fair Exhibitor Confirmation Letter Template (attached)
Publicity Request Letter Template (attached)
Health Fair Flyer Template (attached)
Sample Health Fair Floor Plan (attached)
Exhibitor Spreadsheet Template (attached)
Sample Health Fair Participant Questionnaire (attached)
Health Fair Participant Evaluation Template (attached)
Health Fair Exhibitor Evaluation Template (attached)

View/Download File: [/project14/Health Fair Committee Work Chart_679.doc](#)

View/Download File: [/project14/Health Fair Exhibitor Confirmation Letter Template_344.doc](#)

View/Download File: [/project14/Publicity Request Letter Template_650.doc](#)

View/Download File: [/project14/Health Fair Flyer Template_513.doc](#)

View/Download File: [/project14/Sample Health Fair Floor Plan_690.doc](#)

View/Download File: [/project14/Exhibitor Spreadsheet Template_29.doc](#)

View/Download File: [/project14/Sample Health Fair Participant Questionnaire_533.doc](#)

View/Download File: [/project14/Health Fair Participant Evaluation Template_836.doc](#)

View/Download File: [/project14/Health Fair Exhibitor Evaluation Template_900.doc](#)

Activity 9: Press Release(1 class period)

Students work in pairs to read information about news stories, then find the elements of a news story in a news story with which they have been provided. Also in pairs, students brainstorm information about the health fair that should be included in a news story. The teacher takes suggestions from students during a whole class discussion to create a news story that is a result of student collaboration.

Write Source materials or other materials that provide information about the elements of a news story and how to write ne Examples of news stories Press Release Template (attached)

View/Download File: /project14/Press Release Template_444.doc

Activity 10: Exhibitor Thank-You Notes and Student Participation Prizes(1 class period)

The teacher introduces the thank-you note activity and elicits information from the students about what would be included in a thank-you note. The teacher reviews the elements of a letter. To support the use of creative language, students work in small groups to brainstorm synonyms for words that they may want to use in the thank-you notes such as thanks, fun, and nice. Students create posters with similies for these common words. Each student is assigned a particular exhibitor and then individually creates a thank-you note that includes creative language. To complete the activity, students address envelopes for the cards and then stuff the envelopes. Students who finish early \tally the number of completed participant questionnaires per classroom and count out small participation prizes to be delivered to the students who completed the surveys.

Thesauri, Note paper, envelopes, stamps Art supplies

Activity 11: Using Data to Evaluate the Health Fair (1-2 class periods)

The teacher reviews the participant and exhibitor evaluations to select elements of the evaluation form that would create a learning opportunity on data analysis. Students work in small groups to tabulate the results of selected evaluation questions. The teacher introduces selected strategies for organizing data. Each student receives tabulated results of one element of the survey and makes a data display for that information. Students find the data landmarks for the data. In a whole class discussion, students use the data to draw conclusions about the successes of the health fair and next steps for a future health fair.

Completed health fair participant and exhibitor evaluations

Instructional Techniques

Teacher-Directed

Lecture
Class discussion
Pre-writing activities

Student-Directed

Note-taking
Composition of writing pieces for communication purposes

Inter/Intrapersonal Skills

Partner and group work
Participation in class discussions
Communication with exhibitors and community agencies
Committee participation

Hands-On Exposure

Planning, implementation, and evaluation of a community event
Application of basic skills to accomplish authentic tasks

Research

Research needs and providers that can serve as a resource

Assessment Techniques

Formal writing rubrics

Students utilize writing skills to produce written pieces such as letters or surveys. The teacher evaluates the products to determine proficiency at writing different types of writing pieces.

Questionnaire data collection rubrics

Students create questionnaires, collect data from the surveys, create graphs to display the data, and then analyze the data. The teacher evaluates the products to determine proficiency at working with data.

Health Fair Questionnaires

A participant questionnaire that highlights key health questions provides a structure that participants can use to explore the variety of exhibits at the health fair and to learn new information about health. A health fair exhibitor evaluation form and a health fair participant evaluation form both provide students with feedback about the success of the health fair. These evaluations provide raw data that students can compile using key mathematics skills.

View/Download File: /project14/Sample Health Fair Participant Questionnaire_455.doc

View/Download File: /project14/Health Fair Participant Evaluation Template_233.doc

View/Download File: /project14/Health Fair Exhibitor Evaluation Template_178.doc

Frameworks / Skills

CDE Benchmarks **A1-1**

Flexible, higher order thinking skills (e.g., project management, leadership, problem solving)
(CDE Benchmarks)

CDE Benchmarks **A2-3**

Organizational skills for career and life management
(CDE Benchmarks)

CDE Benchmarks **A4-1**

Knowledge of the benefits of education for career and life management
(CDE Benchmarks)

CDE Benchmarks **A4-2**

Knowledge of the benefits of education for personal and professional satisfaction
(CDE Benchmarks)

CDE Benchmarks **PS2-1**

Skills in interacting positively with others at home, at school, at work, and in the community
(CDE Benchmarks)

CDE Benchmarks
PS2-2

Skills in problem-solving and conflict resolution at home, at school, at work, and in the community
(CDE Benchmarks)

CDE Benchmarks
PS4-2

Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language; seeking balanced representation on group projects)
(CDE Benchmarks)

VTE Strand 1 - Health and Safety
VTE Strand 1 -
Health/Safety

Identify practices used to avoid accidents.
(VTE Strand 1 - Health and Safety)

VTE Strand 1 - Health and Safety
VTE Strand 1 -
Health/Safety

Discuss ways to identify and prevent workplace/school violence.
(VTE Strand 1 - Health and Safety)

VTE Strand 1 - Health and Safety
VTE Strand 1 -
Health/Safety

Develop cleaning and sanitizing schedule and procedures for equipment and facilities.
(VTE Strand 1 - Health and Safety)

Math Frameworks (HS)
12.D.1

Design surveys and apply random sampling techniques to avoid bias in the data collection.
(Math Frameworks (HS))

21st century
Global Awareness

Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. Understanding other nations and cultures, including the use of non-English languages.
(21st century)

21st Century
Communication and
Collaboration Skills

Articulating thoughts and ideas clearly and effectively through speaking and writing. Demonstrating ability to work effectively with diverse teams. Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. Assuming shared responsibility for collaborative work.
(21st Century)

21st Century
Media Literacy

Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions. Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(21st Century)

21st Century
ICT Literacy

Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(21st Century)

21st Century
**Social and Cross-
Cultural Skills**

Working appropriately and productively with others. Leveraging the collective intelligence of groups when appropriate. Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.
(21st Century)

21st Century
**Leadership and
Responsibility**

Using interpersonal and problem-solving skills to influence and guide others toward a goal. Leveraging strengths of others to accomplish a common goal. Demonstrating integrity and ethical behavior. Acting responsibly with the interests of the larger community in mind.
(21st Century)

Tags = health | Subject = ELA, Mathematics, Technology, Physical_Education, Service_Learning test |
Grade Level = Elem | Time Period = | Program/Funding = 310-B |

Direct website link to this project: <http://resources21.org/cl/contextual.asp?projectnumber=14>

Health Fair Planning Guide



Health Fair Planning Guide

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Some of the sample forms in the Appendix are in the “Forms to Customize” folder that was downloaded at the time this Guide was purchased. The sample forms provided are noted in the Appendix. Most of the sample forms contain example text; please be sure to read through all materials and customize them to fit your particular needs as you plan and conduct your health fair.



Overview

Overview

The Health Fair Planning Guide can assist county AgriLife Extension agents and other educators/organizations in conducting a successful health fair by providing information for planning, implementing, and evaluating a health fair. In this guide, we provide many suggestions and ideas, but you and your committee members can modify things to meet your particular needs – the possibilities are limitless. For example, your health fair may have a narrow focus, such as one particular worksite. In other cases, selecting a location may not be an issue because there is only one possible location; in that instance, selecting a date when that one location is available might be more important. We believe you'll find this guide to be a useful tool that will aid you in planning a successful health fair!

If you see or create other health fair activities that help people actively learn about health, please send those ideas to Carol Rice, Ph.D., R.N., AgriLife Extension Health Specialist; 2251 TAMU, College Station, Texas 77845-2251; fax (979) 845-6496; or e-mail at crice@ag.tamu.edu.

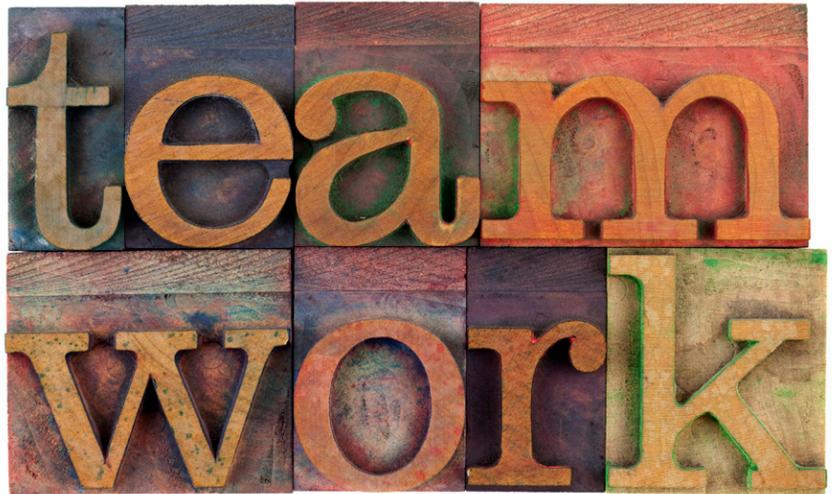
Objectives of a Health Fair

A health fair is an event to:

- increase health awareness by providing health screenings, activities, materials, demonstrations, and information;
- increase awareness of local, state, and national health services and resources;
- motivate participants to make positive health behavior changes;
- provide immunizations for children and adults;
- teach self-care practices;
- identify topics and participants for future AgriLife Extension educational health programs; and
- establish AgriLife Extension agents as a source for educational health programming in the county.

Planning the Health Fair

Successful health fairs require a tremendous amount of planning, beginning at least six months before the target date; however, beginning a year before the health fair is even better. The first task is to identify a chair or co-chairs. Forming the planning/coordinating committee a year in advance may not be necessary if this is not the first health fair you've conducted or if the health fair is going to be a small event. The size and number of committees will vary depending on the expected number of participants.





Setting Up Committees & Duties

Setting up Committees & Duties

Chair or Co-Chairs

The educator may elect to be chair or may share the responsibilities with another person as his/her co-chair.

Planning/Coordinating Committee

Organize a planning committee of six to eight people. Members of this committee will provide leadership and coordination for subcommittees. They can also identify key people for subcommittees.

Try to have a representative from the following groups on the planning committee:

- health professionals: physicians, dentists, chiropractors, podiatrists, optometrists, nurse practitioners, physicians' assistants;
- health agencies: hospitals, home health agencies, clinics, nursing homes, retirement centers, emergency medical services;
- schools;
- churches;
- local employers;
- local media;
- other members of your target audience.

A broad-based community planning committee will provide:

- widespread support and better attendance;
- ideas that better meet the unique needs of people in the community;





- selection of time and place least likely to conflict with other community activities;
- more people to share the work;
- more media promotion and attention; and
- safe, reliable screening practices with referrals and explanations for abnormal results.

Duties

- Identify the target audience.
- Identify the best ways to reach the target audience. Should entertainment and games be a part of the health fair? Should the health fair be only activity oriented? Should screenings and immunizations be offered?
- Develop a theme, like “Family Health Affair” or “Spring into Health.”
- Develop a timeline.
- Create a schedule for the health fair, including opening and closing times, lunch, dinner, etc.
- Select a date.
- Identify subcommittees and possible members.
- Set and manage the budget (see the Appendix for the *Sample Budget Worksheet and Checklist*), considering:
 - ◇ publicity and promotion costs;
 - ◇ rentals of equipment, tables, chairs, audiovisual, etc.;
 - ◇ decorations;
 - ◇ refreshments and lunches for participants, volunteers, and people in booths;
 - ◇ permits and insurance requirements;
 - ◇ printing;
 - ◇ mailing, including promotional and follow-up; and
 - ◇ screening costs.

- Give subcommittees their allocation.
- Set policies for budget management and reimbursement of expenses. Identify the person responsible for writing and signing checks.
 - ◇ How will deposits for equipment, tables, etc. be handled?
 - ◇ How will records of expenditures be maintained?
 - ◇ What are the policies regarding handling cash?
 - ◇ If there is a petty cash fund, who will maintain and authorize withdrawals?
 - ◇ What is the deadline for submission of bills after the health fair is done?
- Identify possible locations for the subcommittee to consider, or make the selection if the site is already known for some reason.
- Identify potential donors, sponsors, and vendors.
- Coordinate contact of all donors, sponsors, vendors, and booth participants (see the Appendix for the *Sample Exhibitor Invitation Letter* and *Sample Exhibitor Return Postcard*, and the *Sample Donation Request Letter* and *Sample Donation Request Form*).
- Provide oversight and coordination for subcommittees. For example, make sure that booths and services are appropriate for a health fair, and avoid booths by groups that present health messages that are not research-based. Also, make sure the subcommittees stay within budget.

- Assist with management of the health fair, and make sure that one or more management people are available the day of the fair to “put out the inevitable fires,” welcome participants, assist with sign-in sheets, escort school groups, etc.

Clinical Subcommittee

Health professionals on the clinical subcommittee can help **determine what is appropriate to include in a health fair for their target audience**. Not all brochures, giveaways, or topics should be included. For example, giving away small objects that could be swallowed by toddlers should be avoided at family-oriented health fairs.

For these and many other reasons, having a clinical subcommittee is critical for a health fair.

Duties

- Identify key health topics and booths for the target audience.
- Determine the kinds of screenings/ services for the target audience, such as:
 - ◇ blood cholesterol (total, HDL, LDL, and triglycerides);
 - ◇ blood glucose;
 - ◇ blood pressure;
 - ◇ skin cancer;
 - ◇ lung capacity;
 - ◇ vision screening;
 - ◇ glaucoma screening;
 - ◇ hearing tests; and/or
 - ◇ foot care.



- Plan and arrange for booths from agencies, such as the American Heart Association, American Cancer Society, Arthritis Foundation, Texas Department of State Health Services, etc.
- Plan and arrange for types of clinical staff, laboratory services, and a mammogram van or transportation to the location for mammograms such as a local hospital or clinic.
- Plan for meeting universal precautions regarding drawing and handling blood, etc.
- Plan for the delivery of results to participants.
- Plan and arrange for treatment referrals for participants with abnormal results, both immediately and longer term. For example, if someone has a very high blood glucose or blood pressure, where can they be seen immediately?

Not all health fairs require screenings. Including screenings in children's health fairs, for example, may not be worthwhile because schools perform required checks of height and weight, scoliosis, vision, hearing, etc. No intrusive procedure like drawing blood or finger sticks can ever be done on children without obtaining their parent's signed permission. Hands-on, activity-focused health fairs are more beneficial for children.

Screening for blood pressure, cholesterol, blood glucose, etc. may be planned if it is appropriate for the target audience. If screenings are provided, the clinical subcommittee must help in determining appropriateness for the audience, find appropriate providers, make sure universal precautions are followed and results are accurate, and participants are properly informed about the results and provided with follow-up suggestions. Provisions MUST be made for situations when someone's blood pressure or blood glucose is found to be dangerously high during the health fair — where can that person go for immediate help?

- Define and review the kinds of health information, brochures, and giveaways appropriate for the target audience (for example, no small objects for young children or free drug samples, etc.).
- Plan for immunizations that are appropriate for the target audience.
- Plan for obtaining consent forms if children are having any screening procedure or immunizations.
- Plan and arrange for “Ask a Doctor,” “Ask a Nurse,” “Ask a Podiatrist,” “Ask a Pharmacist,” etc. booths.
- Plan for equipment needs, such as blood pressure cuffs, including children’s, (**note: BP screening is not usually done for children**), average adult’s, and obese adult’s (**the wrong-sized cuff will give wrong results**).
- Plan for first aid needs during the health fair.
- Provide information on actual costs for clinical services, such as the lab work provided, to facilitate interpretation of the value of the health fair to the community.
- **Plan to protect the confidentiality of participants regarding results.**
 - ◊ **Results must only be given to the individual participant – not to the individual participant’s employer at a worksite health fair or to an insurance company.**
 - ◊ Do not use sign-up sheets that identify participants’ blood pressure, lab results, etc.
 - ◊ If height and weight measurements are taken, for example, the measurements must be taken so no one can even accidentally be made aware of someone else’s results – this is true for children as well as adults. (Note: determine the person’s BMI, and explain the meaning of the results. To calculate BMI, go to the Centers for Disease Control and Prevention’s calculator at <http://www.cdc.gov/healthyweight/assessing/bmi/>.)



Administrative Subcommittee

Depending on the size of the health fair, this subcommittee might need to be broken into smaller subcommittees. For example, the facilities subcommittee might be in charge of finding an appropriate location, developing a floor plan and map, and decorating. Another subcommittee might be needed to take care of food, while an additional subcommittee might be in charge of procuring door prizes, entertainment, decorations, games, and incentives. Another subcommittee might take care of the clerical duties, such as creating forms and signs.

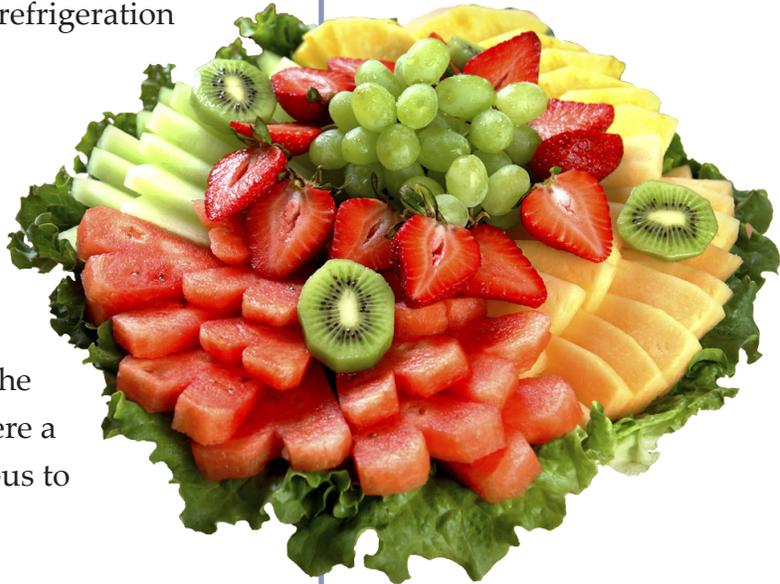
Facilities Subcommittee

The facilities subcommittee should consider the following when selecting facilities:

- Inside versus outside: If the health fair is outside, a contingency plan will be needed for bad weather, including wind. Booth workers may need sunscreen.
- Plan for equipment and electrical needs.



- Are tables and chairs available?
- Are adequate restroom facilities available?
- Are drinking water and refreshments available?
- Food safety: Consider cooking and refrigeration if food is involved in the health fair.
- Parking: Is it adequate?
- What type of cleanup is required?
- Safety: Are there stairs?
- Is the location near transportation?
- Is the location easily accessible for the target audience? For example, is there a safe place for school children on a bus to load and unload?
- Is the location easy to find?
- Plan for security. Where can purses be kept safely during the fair? Crowd control?
- Plan locations for exhibit booths (competing agencies do not like being right next to one another).
- Plan for crowd flow.
- Create a map for participants to locate booths of interest at the fair, as well as essential services like restrooms and water fountains.
- Create and post signs at the fair for booths and directions to restrooms, water fountains, refreshments, entertainment, first aid, lost parents, and exits. Signs may be created by the clerical subcommittee.



Procurement Subcommittee

The duties of the procurement subcommittee include:

- Plan for and obtain incentives, giveaways, brochures, promotional items, bags to collect fair brochures and giveaways, and door prizes.
- Secure decorations, and decorate the day of the fair.
- Plan for and obtain supplies, including:



- ◇ garbage cans;
- ◇ garbage bags;
- ◇ Velcro;
- ◇ tablecloths;
- ◇ pens, pencils;
- ◇ paper, notebooks;
- ◇ extension cords;
- ◇ surge protectors;
- ◇ 3-prong adapters;
- ◇ tape, such as scotch, electrical, masking, etc.;
- ◇ scissors; and
- ◇ staplers.

Food Subcommittee

The food subcommittee is responsible for refreshments. When deciding on the types of refreshments to serve, consider:

- appropriateness of the refreshments,
- sources for the refreshments, and
- food safety.

Clerical/Staffing/Scheduling Subcommittee

Duties of the clerical/staffing/scheduling subcommittee include:

- Provide the necessary clerical support, including writing letters and invitations, and creating the following forms:
 - ◇ Sign-in or registration forms
 - ◇ Evaluation forms for participants and exhibitors (see Appendix for *Sample Participant Evaluation of the Health Fair* and *Sample Exhibitor's Evaluation* forms).

- Plan for setup and cleanup the day of the health fair; procure adequate staff to assist.
- Plan for and procure adequate staff for the health fair, considering breaks and lunch times. It is helpful to have a break room for exhibitors, if possible.
- Develop an assignment list for the day of the fair so volunteers can be easily directed to their assigned areas.
- Schedule a manager to be present for setup and other times to “put out fires” as they arise.
- Assist with management of the health fair.

Publicity/Community Relations Subcommittee

Duties of the publicity/community relations subcommittee include:

- Develop and disseminate posters, flyers, and mailings (see *Sample Promotional Flyers and Tools* in the Appendix).
- Develop and disseminate announcements to the media, including radio, TV, newspapers, store bulletin boards, church bulletins, etc.
- Design a “pocket badge” that can be worn by the committee members, exhibitors, 4-H youth, and other volunteers just prior to the health fair. These badges could have a slogan reading, “I’m Going to the Health Fair” or “See You at the _____ County Health Fair!”
- Involve 4-H youth by asking them to make and display posters; have a poster contest.
- Include health fair information in the county AgriLife Extension newsletter.
- Ask the county judge to proclaim the week of the health fair as “Health Week in _____ County.”



- Place flyers in grocery bags, bank statements, utility bills, and other regular mailings.
- Include a brief announcement about the health fair in church bulletins.
- **A good point to emphasize when advertising the health fair is the estimated amount of money participants can save by taking advantage of the free screenings being offered.**



Health Fair Time Table

(see Appendix for a *Time Table Checklist for the Health Fair*
and *Volunteer Responsibilities - Duties Matrix*)

- Step 1 Select chair or co-chairs. Select and meet with planning/coordinating committee.
- Step 2 Form and meet with subcommittees. Have subcommittees appoint chairs to report activities to planning committee.
- Step 3 Select dates and times, and secure a location for the health fair.
- Step 4 Ask exhibitors, clinicians, and other people working in the fair to reserve the selected date.
- Step 5 Provide a written confirmation to exhibitors and include the following information:
- date of event;
 - time (to set up their booth and hours open to public);
 - location of the health fair (include a map);
 - general guidelines;
 - booth signs (provided by either committee or exhibitor);
 - reminder for exhibitors to bring special equipment, such as extension cords, three-prong adapters, etc.; and
 - request for exhibitors to provide information about space and electrical requirements.

- Step 6 Order handouts from the American Heart Association, American Red Cross, American Diabetes Association, etc.
- Step 7 Duplicate printed materials (registration forms, evaluation forms, publicity printing, etc.)
- Step 8 Locate and line up the needed equipment (chairs, tables, and other necessary supplies).
- Step 9 Draw a floor plan. Consider traffic flow and lines for screening, location of electrical outlets, and space requirements for each booth. Provide the floor plan to each exhibitor.
- Step 10 Plan for the AgriLife Extension exhibit.
- Step 11 Meet with subcommittee chairs one month before the health fair is scheduled and review their progress towards the implementation of plans.
- Step 12 Set up tables, equipment, refreshments, etc. the night before the fair.
- Step 13 Troubleshoot, and welcome participants, press, and special visitors.
- Step 14 Clean up; return borrowed equipment.
- Step 15 Tabulate evaluation results, and submit newspaper articles.
- Step 16 Write thank-you letters to all who assisted in the health fair – volunteers, exhibitors, and donors (see Appendix for *Sample Thank-You Letters to Donors, Exhibitors, and Volunteers*).
- Step 17 Follow-up on referrals from the screenings, evaluate the health fair, and report accomplishments and in-kind volunteer donations (see *Sample Health Fair Reports & Interpretation Tools* in the Appendix).



**Health Fair Ideas:
Activities, Demonstrations,
Exhibits, Programs**

Health Fair Ideas: Activities, Demonstrations, Exhibits, Programs

Activity-oriented health fairs inspire more learning than a passive “look-and-see” health fair. Topic choices are limitless. Your health fair planning committee can help choose topics. You may choose a narrow focus, such as a fair that specifically addresses diabetes or cancer concerns; or you may want to focus on one of the national health observances (<http://www.healthfinder.gov/nho/>); or you may choose a broader variety of topics to cover, such as having a wellness fair or a health and safety fair. The type of health fair you have depends on your target audience.

scavenger



Ask participant agencies to come prepared to provide a hands-on teaching activity in their exhibit booth. (You might also ask each exhibitor to provide one door prize.) Booths should provide something to do that teaches at least one important point about the exhibitor’s subject. Have participants – both youth and adults – participate in a health fair scavenger hunt that will peak their interest in additional booths and keep the crowd moving in an effective way. You can

create a scavenger hunt easily with the form provided in the Appendix of this guide.

Below are some ideas you might consider for an activity-oriented, hands-on health fair.

Plan a County AgriLife Extension Booth

A county AgriLife Extension booth can offer information on various AgriLife Extension programs and provide sign-up sheets for AgriLife Extension activities and programs, such Walk Across Texas (<http://walkacrosstexas.tamu.edu>), Do Well Be Well with Diabetes (http://fcs.tamu.edu/health/type_2_diabetes/diabetes_classes.php), Cooking Well with Diabetes (http://fcs.tamu.edu/food_and_nutrition/diabetes_resources.php), etc. To find your county AgriLife Extension agent in Texas, see <http://county-tx.tamu.edu/>. Outside of Texas, contact your county Extension agent or your Cooperative Extension Service at the land-grant university in your state.

The AgriLife Extension booth would be a good place to have participants sign in and register for door prizes. Keep participants’ names from these door prize registrations for your mailing lists, too. Another idea for this booth(s) is to have a program interpretation flyer (see *Sample Health Fair Reports & Interpretation Tools*

in the Appendix) about AgriLife Extension's accomplishments in your county and/or the Better Living for Texans program (<http://blt.tamu.edu/>) or the Expanded Food and Nutrition Education Program (<http://efnep.tamu.edu/>). Or you could provide a broader range of topics noting AgriLife Extension's accomplishments in your county. Be sure to provide participants with information about upcoming programs you will be offering so they can take the information with them.

Activities, Demonstrations, Exhibits, Programs

The following are suggestions for hands-on booths you can put together or solicit others to provide during your health fair. You might also want to start your fair with something that motivates people to come, such as a 1-mile family walk/run, health screenings before or during the event, or even an ongoing game of bingo with health-related prizes up for grabs. Whatever you choose, be sure it fits your target audience and keeps them motivated and moving to and through the exhibits throughout the rest of the day.

Key to Suggested Target Audiences:

Children:	C
Teen Parents:	TP
Adolescents (Youth):	Y
Adult Parents:	AP
Teenagers:	T
Grandparents:	GP
Adults:	A
All Audiences:	ALL
Older Adults:	O



Ideas at a Glance: Activities, Demonstrations, Exhibits, Programs, Resources

Topic	Hands-On Activities	Texas Only	Local – Regional Resources	Texas Only	Other Related Resources	Texas Only
Arthritis	Arthritis Awareness		Rheumatologist		Arthritis Foundation http://www.arthritis.org/	
Back Health			Chiropractor		Cleveland Clinic http://my.clevelandclinic.org/healthy_living/Back_health/nic_Posture_for_a_Healthy_Back.aspx Texas A&M Agrilife Extension Service http://fcs.tamu.edu/health/healthhints/2009/jul/back-pain.pdf	
Cancer Prevention & Early Detection	Cancer Prevention & Early Detection Short Programs		Texas A&M Agrilife Extension Service County Agent	X	American Cancer Society (ACS) http://www.cancer.org National Cancer Institute http://www.cancer.gov/	
Child Health			Health Care Provider (doctor, nurse, etc.)		American Academy of Pediatrics (AAP) http://www.aap.org/	
CPR & First Aid			EMS, EMT, or Paramedic		American Red Cross http://www.redcross.org/en/takeaclass	
Dental Care	Which Are Good for My Teeth?		Dentist, Dental Hygienist, or Orthodontist		American Dental Association (ADA) http://www.ada.org/public.aspx	
Diabetes	Diabetes Expo		Endocrinologist		American Diabetes Association http://www.diabetes.org/	
Disability Awareness	Disability Awareness Stations		Health Care Provider from a Nursing Home Facility		Council for Disability Awareness (CDA) http://www.disabilitycanhappen.org/	

Topic	Hands-On Activities	Texas Only	Local – Regional Resources	Texas Only	Other Related Resources	Texas Only
Fire Prevention & Safety			Fire Department		Centers for Disease Control and Prevention, the Consumer Product Safety Commission, U.S. Fire Administration http://www.firesafety.gov/ http://www.firesafety.gov/kids/flash.shtm	
Hand-Washing	Glitter Germs		Health Care Provider (doctor, nurse, etc.)		The American Cleaning Institute http://www.cleaninginstitute.org/clean_living/hands_publications.aspx Glo Germ http://www.glogerm.com/	
Heart Disease & Stroke: Prevention & Early Detection			Health Care Provider (doctor, nurse, etc.)		American Heart Association (AHS) http://www.americanheart.org/ National Heart, Lung, & Blood Institute http://www.nhlbi.nih.gov/health/index.htm	
Men's Health			Health Care Provider (doctor, nurse, etc.)		Centers for Disease Control & Prevention (CDC) http://www.cdc.gov/men/ Mayo Clinic http://www.mayoclinic.com/health/mens-health/MY00394	
Mental Health			Mental Health Facility National Alliance on Mental Illness (NAMI) Representative		National Alliance on Mental Illness http://nami.org NAMI Texas http://namitexas.org National Clearinghouse for Alcohol & Drug Information http://ncadi.samhsa.gov Texas Department of State Health Services – Mental Health http://www.dshs.state.tx.us/mentalhealth.shtm	X X

Topic	Hands-On Activities	Texas Only	Local – Regional Resources	Texas Only	Other Related Resources	Texas Only
Nutrition	How Much Sugar Milk Mustache		Master Gardeners or Other Gardening Group		Dairy Max http://www.dairymax.org U.S. Food & Drug Administration http://www.fda.gov United States Department of Agriculture (USDA) Food & Nutrition Information Center http://nal.usda.gov/nmic/	
Older Adult Health			Senior Center		American Association for Retired Persons (AARP) http://www.aarp.org	
Physical Activity	Walk/Jog Event		American Heart Association (AHA), local representative; Dance Studios; Exercise Physiologist, Physical Therapist, or Sports Trainer; Fitness Centers, Recreational Centers, YMCA		Centers for Disease Control & Prevention http://www.cdc.gov/physicalactivity/everyone/health/index.html President's Council on Fitness, Sports, & Nutrition http://www.fitness.gov/	
Poison Prevention	Look Alikes		Poison Control Center		American Association of Poison Control Centers http://www.aapcc.org/dnn/default.aspx Indoor Air Quality Information Clearinghouse http://www.epa.gov/iaq	
Poisonous Snakes					Texas Department of Parks and Wildlife http://www.tpwd.state.tx.us/	X
Prenatal Care			Registered Dietician, Nurse Practitioner, or Midwife		March of Dimes http://marchofdimes.com National Center for Education in Maternal & Child Health http://www.ncemch.org	

Topic	Hands-On Activities	Texas Only	Local – Regional Resources	Texas Only	Other Related Resources	Texas Only
Self-Care/Health Care	<i>Healthwise Handbook</i> Short Programs Home Health Center				Consumer Product Safety Commission (CPSC) http://www.cpsc.gov National Farmworker Health, Inc. http://www.ncfh.org National Foundation for Infectious Diseases http://www.nfid.org/ Wellness Council of America http://www.welcoa.org/pdf/store/SC_TOC_Intro.pdf	
Stress Management	Ping Pong Ball Balance Activity		Psychologist/Counselor		HelpGuide.org http://helpguide.org/mental/stress_management_relief_coping.htm Mayo Clinic http://www.mayoclinic.com/health/stress-management/MY00435	
Tobacco Use Prevention	Gasping for Air Sponge Demonstration Smoke in the Air Jar of Tar		Texas A&M AgriLife Extension Service County Agent Texas Department of State Health Services (TX DSHS) Tobacco Control Representative	X X	American Cancer Society (ACS) http://www.cancer.org/Healthy/StayAwayfromTobacco/index America Lung Association (ALA) http://lungusa.org Put it Outside (Texas A&M AgriLife Extension Service) http://putitoutside.tamu.edu/index.php	

Topic	Hands-On Activities	Texas Only	Local – Regional Resources	Texas Only	Other Related Resources	Texas Only
Traffic Safety: Aging & Driving Bicycle& Pedestrian Safety	Older Driver Traffic Safety Bicycle Rodeo		Police Department, Bicycle Patrol, Bicycle Clubs – Texas A&M Agrilife Extension Service	X	Texas A&M Agrilife Extension Service – Youth Traffic Safety Site http://fcs.tamu.edu/safety/passenger_safety/toolkit/youth_traffic_safety.php	
Drinking & Driving Safety Belts & Child Safety Seats	Fatal Vision Goggles Booster Seat Exhibit, Child Safety Seats, Pickups Rock 'N Roll, Rollover Convincer, Seat Belt Exhibit, Vince & Larry Costumes	X X X X X	Mothers Against Drunk Driving (MADD) Texas Department of Public Safety (TX DPS) Texas Department of Transportation (TxDOT)	X X	Mothers Against Drunk Driving (MADD) http://www.madd.org Texas A&M Agrilife Extension Service – Traffic Safety Program Toolkit http://fcs.tamu.edu/safety/passenger_safety/toolkit/index.php	
Women's Health			Health Care Provider (doctor, nurse, etc.)		U.S. Department of Health and Human Services, Office of Women's Health http://www.womenshealth.gov/	
Zoonosis Control			Texas Animal Control Association	X	Texas Department of State Health Services - Zoonosis Control Branch http://www.dshs.state.tx.us/idcu/health/zoonosis/	

Hands-on Activities

Arthritis

Arthritis Awareness* (C, Y, T)

Have participants put plastic bags tightly over their hands, securing with rubber bands (e.g., arthritic hands). Then have participants try to pick up objects. You could also put socks on participants' hands and have them try to pick up a dime.

*Also included in the Disability Awareness Activity (see below)

Cancer Prevention & Early Detection

Cancer Prevention and Early Detection Short Programs (ALL)

Find short program presentations and handouts to use with a variety of audiences at this Texas A&M AgriLife Extension Service website: http://fcs.tamu.edu/health/lower_your_cancer_risk/lower_your_cancer_risk.php.

Dental Care

Which Are Good for My Teeth? (C,Y)

The prepared handout, *Which of These Are Good for My Teeth?* (located in the Appendix) may be used for this activity. Have children circle the items that are good for their teeth (toothbrush, toothpaste, dental floss, dentist, calcium-rich foods – milk, yogurt, cheese, calcium-rich vegetables) and place an X over the items that are bad for their teeth (sticky items such as candy bars, jelly beans, donuts, sodas).



Diabetes

Diabetes Expo (ALL)

A great way to address diabetes is to have a health fair event completely dedicated to this topic. You can hold a Diabetes Expo in your county or region with the following goals in mind:

- Provide participants and their family members with basic diabetes self-management information and skills.
- Offer screenings to identify people with diabetes and blood pressure problems.

Here are some tips if you want to conduct a multi-county Diabetes Expo in your county or region:

- Planning: Consider including the following members: representatives from health groups like the health department, local hospitals, home health, kidney dialysis units, pharmacies,

media, ministerial alliance members, and other groups that can help bring in participants. Use trained volunteers.

- Facility: Choose a facility with both large and small meeting areas, a dining area suitable for a large crowd plus cooking demonstrations, and exhibit space to accommodate several exhibitors.
- Agenda: Welcome, opening session/keynote speaker, exhibit fair, lunch/cooking demonstrations, panel discussion or another general session, concurrent sessions in small rooms, with three short breaks built in.

Possible topics for general sessions: Medicines; Eating Well with Diabetes; Recognizing Foods that Raise Blood Glucose; Avoiding Complications; Increasing Physical Activity; Foot Care; Lifestyle Changes that Lower Blood Glucose; Cooking Demonstrations (provide recipes to the audience and use cookbooks from the American Diabetes Association collection); Modifying Favorite Recipes to Lower Carbs and Fat and Increase Fiber; Controlling Blood Pressure, Cholesterol and Blood Glucose; Dining Out with Diabetes.

Possible activities in small conference rooms could be: Choosing a Blood Glucose Meter; Learning to Check Blood Glucose before and 2 Hours after Meals; Tracking What You Eat and Its Impact on Your Blood Glucose; Practice Counting Carbs in Foods; Using Labels to Manage Your Carbohydrate Intake; Walking Clinics; Understanding Your Lab Reports.



- Fees: \$25 per participant; exhibitors: \$25 to \$250.
- Registration/Publicity: Create flyers/brochures and window posters. Distribute to all participating AgriLife Extension offices, as well as to media outlets, hospitals, physicians' offices, medical equipment suppliers and pharmacies, AgriLife Extension programs/groups, senior centers, county AgriLife Extension agent newsletters, and posted on AgriLife Extension websites.
- Exhibits: Businesses that provide goods and services for diabetes can be contacted about exhibiting. Many require a W-9 form, so be prepared to provide it. Exhibits should focus on services and products that are useful to individuals with diabetes: durable medical equipment, diabetes supplies, home care, etc. with written materials and give-away items, if possible. Ask vendors to demonstrate, but make sure exhibitors do not pressure participants to sign up for their services or products.

TEXAS ONLY: Offer Texas A&M AgriLife Extension Service's exhibits like Do Well, Be Well with Diabetes (http://fcs.tamu.edu/health/type_2_diabetes/diabetes_classes.php); Cooking Well with Diabetes (http://fcs.tamu.edu/food_and_nutrition/diabetes_resources.php); Dinner Tonight (http://fcs.tamu.edu/fcs_programs/2011briefs/dinner-tonight-2011-brief.pdf; [26](http://healthyliving.</p></div><div data-bbox=)

tamu.edu/; and Walk Across Texas (<http://walkacrosstexas.tamu.edu/>). Recruit for Do Well, Be Well with Diabetes classes, using flyers for each participating county.

- Door Prizes: Ask each committee member to provide a door prize. Create a scavenger hunt form (see the Appendix for a sample *Scavenger Hunt* form) with questions people can only answer by attending exhibits or demonstrations. Distribute these forms as people come in. Vary the question order so everyone does not go to the same place at the same time. Have participants insert their completed form into a box; draw names from these completed forms that have been deposited in the boxes for prizes.
- Refreshments: Seek donations.
- Budget: Consider the following when planning your budget: facility, lunch coordinator and assistants, meal, sound equipment and technical assistance, cooking demonstration supplies, and paper goods.
- Evaluation: Ask participants and exhibitors to fill out an evaluation form (see the Appendix for *Sample Participant Evaluation of the Health Fair* and *Sample Exhibitor's Evaluation* forms) to determine what worked and what did not. Ask for ideas/topics for next time.

Disability Awareness

Disability Awareness Stations (C, Y, T)

Have a booth with stations to help kids understand how people have to adapt when they have a learning disability, become disabled, or are unable to perform daily tasks due to age-related ailments.

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- Try having participants put cotton balls in their ears and then listen to instructions at each station throughout the booth.
- Have participants put plastic bags tightly over the hands and secure the bags with rubber bands (e.g., arthritic hands). Then have participants try to pick up objects. You could also put socks on participants' hands and have them try to pick up a dime.
- Have participants try to pull a sticker off their back without raising their arms above their chests (e.g., loss of flexibility).
- Have participants put on non-prescription glasses covered with petroleum jelly and try to read a label on a pill or cough medicine bottle (e.g., blurred vision). For those participants with glasses, you can place plastic wrap over their glasses for a similar effect.
- Have participants try to read, seeing what someone with dyslexia might see. (See an example at http://kidshealth.org/teen/school_jobs/school/dyslexia.html#a_What_s_It_Like_to_Have_Dyslexia.)



Hand-Washing

Glitter Germs (C, Y, TP, AP, GP)

Put a small amount of glitter on participants' hands. Let one participant wash his/her hands in a bowl with soap and one without soap. Show how soap gets rid of the glitter

(germs) better than water alone (be sure to have pitchers of fresh water available).

You could also put glitter in your hand, shake the hands of participants, and show them how the glitter is transferred. Explain how germs are transferred in this way.

(This activity could also be done as a short program, rather than a booth, during your health fair.)

Nutrition

How Much Sugar? (ALL)

Ask participants to estimate how much sugar they believe is in the demonstrated items. The actual amounts of sugar will also be displayed to create awareness. Encourage food label reading as part of the hands-on activity.

To set up this exhibit, show the items listed below (or choose any other sugary food item to display):

- 8, 12, 16, and 32 ounce soda cans/bottles
- 1 cup of regular Fruit Loops cereal
- 1 cup of less sugar Fruit Loops cereal
- 1 cup of Frosted Flakes cereal
- 1 cup of less sugar Frosted Flakes cereal
- 1 pitcher of sweetened Kool Aid/tea, etc.
- 10-oz and 16-oz glasses of a sweetened beverage



- 1-15-oz can of fruit cocktail packed in its natural juice, light syrup, and heavy syrup

Along with each of these items, also display containers, covered with clear plastic wrap, that contain the exact amount of sugar in each item. (For example, if a cup of cereal contains 4 teaspoons of sugar, display the cup of cereal in a container, and separately display a container with 4 teaspoons of sugar.) To learn how much sugar is in an item, check the label and/or use the following website to convert grams to ounces, teaspoons, tablespoons, or cups: http://www.gourmetsleuth.com/gram_calc.htm. (Note: This website should not be used for measuring medicines or anything else that requires 100 percent accuracy. The converter chart is based on 229.92 grams per cup and is not accurate enough for medicinal measurements. However, the site is the easiest way to convert from grams for our purpose.)

When converting the total number of grams, it must correspond with the actual serving size of the food item. Always multiply the number of serving sizes by the number of sugar grams for the number of servings you are displaying or if you are displaying the amount of sugar for the entire contents.

TEXAS ONLY: Some local Texas A&M AgriLife Extension Service county agents may also have a sugar display that could be used in conjunction with this demonstration. Contact your local county agent to find out if they have a sugar display.

Milk Mustache (ALL)

Invite a milk distributor to be part of the dairy booth. Ask the distributor to donate low-fat and skim milk so participants can taste these products and create their own milk mustaches, as well as develop a fun, interactive activity. You might want to take “milk mustache” pictures to give to your participants or to use in future presentations about the results of your health fair.

Physical Activity

Walk/Jog Event (ALL)

Walking and jogging activities can be fun and motivating. They can also create friendly competition among participants, families, and communities and help everyone become more physically active. Kicking off a health fair with a “Family Walk” is a way to attract families, schools, and walking clubs to the fair. Having a 1k walk, 1k walk/jog, and/or 5k jog can open doors to all age groups. Be



very flexible, allowing wheelchair or other disabled participants, children in strollers, etc. to allow as many participants as possible. Once a walk/jog event is planned and executed, it

may lead to the creation of other walking groups and programs. (For information on Texas A&M AgriLife Extension Service’s Walk Across Texas program, visit <http://walkacrosstexas.tamu.edu/>.)

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A walk/jog event is another event in itself and will likely need its own planning committee. Members of this committee should be recruited from all sectors of the community, including the police department, parks and recreation department, department of public works, civic associations, local and state politicians, and businesses in the community. The more diverse the subcommittee is, the more possibilities, opportunities, and possible resources will be available. Committee members should start planning the walk as soon as possible, preferably six months in advance, to ensure that proper security is available and all contingencies have been addressed.

When preparing for such an event, the committee should ensure that all promotional materials are culturally sensitive. Be sure to check for other walking events or competitions that are being held at the same time or are on the same route, or on part of the planned route, to avoid conflicts. If any participants in the walk/jog are also Walk Across Texas (<http://walkacrosstexas.tamu.edu/>) participants, encourage them to enter their accrued mileage for this event.

Walk/Jog Committee Duties

- Identify the route for the walk. If possible, have a contingency plan for an indoor walk in case of bad weather.
- ◊ Determine the length of the route. Depending on the time of the year, the weather, and terrain conditions, the planning committee may want to map a 1-mile route; however, shorter or longer walks may be planned. If

possible, plan the walk/jog around a scenic/historical route.

- ◇ Check with the city police and county sheriff to see if the proposed route is safe and convenient.
- Check with city and county entities to learn if a permit is required for the walk/jog and how far in advance the permit must be obtained.
- ◇ File the necessary paperwork to obtain a permit, if one is required. Some cities/counties may charge a fee, which usually covers the cost of security. The cost of the permit could range from \$0–500. In some circumstances, the cost could be higher depending on the entity issuing the permit. Sometimes, payment arrangements can be made, allowing the payment to be made after the event. Check with the department issuing the permit.
- Plan and secure special event liability insurance. It may be required before obtaining a permit and/or by the group or facility hosting the event. Note: Liability insurance policies can range from \$350 – \$2,000 depending on the type of coverage, number of participants, etc. and whether the policy is issued to a profit or non-profit entity. For liability insurance quotes, visit <http://galescreek.com/>.
- Plan and make arrangements for water, first aid stations, and refreshments along the route. Place these stations at approximately the ½ mile marker on the route.
- Create a plan to mark the route with signs and positive messages.

- Plan and make arrangements for an assistance vehicle (an ambulance or a marked vehicle that circles the route on a regular basis during the walk/jog, providing assistance to participants and/or volunteers – particularly in the case of illness or first aid needs).
- Plan to provide a map of the route to all participants during registration.
- Seek donations for refreshments, if necessary.
- Plan for enough water. Water dispensers and disposable cups are highly recommended.
- On the day of the event, volunteers must setup water and first aid stations at least an hour before the event. It is recommended that at least two volunteers tend to each water and first aid station.
- Recruit volunteers to setup and take down water and first aid stations after the event.
- Plan for advanced and on-site registration. Recruit enough volunteers to assist with on-site registration, with four to six volunteers for every 500 participants. Do not expect participants to wait a long time in registration lines.
- Include a disclaimer waiver on the registration form. You may also want to ask for names, age ranges or date of birth, ethnicity, etc. (see Appendix for a *Sample Family Walk Registration Form*).



- Publicize the event in the media. Depending on the time allotted, your message may include the different activities that will take place. At the very least, provide the name of the event, time, place, and a contact name and phone number.
- Create a friendly competition among potential participants. Invite schools, faith and non-faith centers, families, etc. to participate.
- Distribute promotional flyers to the target audience (see Appendix for *Sample Promotional Flyers & Tools*).
- Plan for trash collection along the route.
- Ensure that all stations are taken down immediately after the event. Several vehicles may be required to ensure that all volunteers, supplies, and equipment are picked up.

Poison Prevention

Look Alikes (ALL)

- Have a booth to teach participants to beware of “look alike.” Many items look similar and can be mistaken for one another. For example, children often mistake medicine for candy or liquid cleaners for beverages. Make a poster with different pills and candies. Have flaps to conceal what each item is called. See if participants can discriminate between the candy and medicine.



- In the bathroom, many adults, and especially older adults, mistake one product for another due to rushing or vision problems. Try placing masking tape over the labels on toothpaste tubes, arthritis/muscle cream, and hemorrhoid cream; or place the tape over eye drops, nasal spray, and ear drops. See if participants can tell the difference.

Self-Care/Health Care

Healthwise Handbook & Healthwise for Life Handbook Short Program (A, O)

Present a program on self-care for families using information from the *Healthwise Handbook* and/or *Healthwise for Life* handbook. The *Healthwise Handbook* helps families make better health care decisions, including when to seek emergency medical treatment as well as safe home treatment for the most common health care issues for families. Order the *Healthwise Handbook* (in Spanish or English) or *Healthwise for Life* (for people 50 years+) at <http://www.healthwise.org/Questions.aspx>, or call 1.800.706.9646.

Some programming ideas might include:

- How to select a doctor or clinic.
- How to participate in making decisions with your health care professional.
- Choose the right kind of health care coverage (e.g., HMO, Preferred Provider, etc.).
- Cut health care costs – be a wise consumer of medical care.
- Know when self care is the best choice by learning to use the *Healthwise Handbook* and/or *Healthwise for Life* handbook.

If you would like to provide a 40-minute workshop on how to use the book, Texas A&M AgriLife Extension Service county agents can access the workshop packet on the Family and Consumer Sciences password-protected website at <http://fcs.tamu.edu>. Contact Carol Rice, Ph.D., R.N., at 979.845.3850 or crice@ag.tamu.edu if you have questions.

If you are not with Texas A&M AgriLife Extension Service, please contact Healthwise at 1.800.706.9646.

Home Health Center Exhibit & Short Program (A, O)

Make handouts and a display of the health care medicines, supplies, and information to have on hand in the home, including self-care tools (e.g., thermometer, humidifier, cold pack, etc.), over-the-counter products (e.g., decongestants, cough suppressant, antidiarrheal, hydrocortisone cream, etc.), and information such as family self-care resources, like the *Healthwise Handbook* (see description and ordering information above).

Screenings/Tests/Immunizations (ALL)

A big draw for getting people motivated to come to your health fair is to provide health screenings, tests, and/or immunizations.

However, not all health fairs require screenings. Including screenings in children's health fairs, for example, may not be worthwhile because schools perform required checks of height and weight, scoliosis, vision, hearing, etc. In this case, hands-on, activity-focused health fairs would be of more benefit to children.

On the other hand, offering free or low-cost immunizations may bring parents and their children to your event. Just remember that no intrusive procedure like immunizations, drawing blood, or finger sticks can ever be done on children without their parent's signed permission.



Screening for blood pressure, cholesterol, blood glucose, etc. may be planned if it is appropriate for the target audience. If screenings are provided, the clinical subcommittee

must help in determining appropriateness for the audience, finding appropriate providers, making sure universal precautions are followed, the results are accurate, and participants are properly informed about their results and provided with follow-up suggestions. Provisions MUST be made for situations when someone's blood pressure or blood glucose is found to be dangerously high during the health fair – where can that person go for immediate help?

Stress Management

Ping Pong Ball Balance Activity (A, Y*, T*, O*) (adapted from Practical Parent Educators Curriculum)

This activity demonstrates how difficult it can be to manage life stressors.

Materials: 1 plastic dish pan (filled ½ full with lukewarm water); a small hand towel;

and 20 ping pong balls labeled as follows: promotion, relocation, parenthood, divorce, lay off, death, injury, illness, retirement, financial change, occupation change, law violation, begin or end of school, sex difficulties, marriage, pregnancy, mortgage over \$50,000, alcohol, drugs, depression.

Participation: Ask a participant to assist in the demonstration. Instruct the participant that as you drop ping pong balls into the dish pan, he/she is to keep the balls under the surface of the water with his/her hands (both hands may be used).

Read each ping pong ball as you drop it into the water. Explain to the group that struggling to keep the balls under the water is like trying to hold down all of the stressors in life with no resolution to those things that stress us. We are able to keep some control over a few stressors, but as they accumulate and begin to build, it often becomes difficult to contain and control them.

As balls are being dropped into the water, encourage the volunteer to share any feelings or frustrations he/she might be experiencing in trying to keep the balls down. Allow the volunteer to dry his/her hands and sit down.

Pull a few of the balls out of the water and read the labels. Ask for suggestions on how to manage or prevent such stressors. Provide a handout with some suggestions (see <http://fcs.tamu.edu/health/healthhints/2009/jan/stress.pdf>).

*This activity would be appropriate for adolescents/teens, and older adults; just change the stressors on the ping pong balls to make them appropriate to your audience.

Tobacco Use Prevention

Gasping for Air (ALL)

Almost all cases of emphysema are due to cigarette smoking. The Gasping for Air activity will help participants understand what it feels like to have emphysema.

Materials: one wrapped straw for each participant.

Participation: Give each participant a straw, and ask participants to remove the wrapping. Have each participant place the straw in his/her mouth. Ask each participant to pinch his/her nostrils closed and breathe only through the straw in their mouth.



Another version of this activity is to have participants run in place for one minute. Then place a straw in the mouth and breathe for one minute through the straw only. Children and teens like this version.

Caution: Explain that if any difficulty exists with breathing, they can stop the activity at any time.

Next: Participants are to breathe through the straw for one minute. After about 30 seconds, and continuing to breathe only through the straw, have participants look around at each other. (This should cause some laughing while still attempting to breathe through the straw.)

Experience: After the minute is up, ask participants to describe what it was like to

breathe through the straw. (They will tell you it was difficult to breathe.) Explain that this is what it feels like to breathe when a person has emphysema. Ask them if it was harder to breathe through the straw when they started laughing. Ask them to consider how difficult it might be to go up a flight of stairs (or do other common activities) if they had to breathe like this.

Jar of Tar (ALL)

This activity demonstrates how much tar goes into the lungs of a smoker in one year.

Materials: Clear jar with a lid. One cup of molasses poured into the jar.

Demonstration: Hold the jar with the 1 cup of molasses.

Participation: Ask participants how long would it take for a 1-pack-a-day smoker to get this much tar in their lungs. Ask participants what tar has to do with smokers' cough.

Explanation: The molasses in the jar represents how much tar enters the lungs of a 1-pack-a-day smoker in one year. Tar contains the substances that cause damage to lungs, resulting in problems like emphysema and lung cancer. Tar also causes damage to the hair cells – or cilia – in the respiratory tract, causing the hairs to be flat instead of standing up and sending mucus back up the respiratory tract. Mucus collects, and the smoker has to cough to get the mucus out. This is what causes the smoker's cough. Tar gets into the air (as shown in the Smoke in the Air demonstration described

below), and people around the smoker breathe it, too.

Smoke in the Air (ALL)

This activity only takes 5 minutes and is a good way to help people understand the implications of second-hand smoke.

Materials: spray bottle filled with water; tar-stained handkerchief. Note: You will need a friend or family member who smokes to help you with this demonstration. Have

him/her exhale tobacco smoke into a clean handkerchief before your demonstration. Be sure to tell them about or show them the demonstration – it will be good practice for you and may act as a motivator for your friend or family member to quit smoking.



Demonstration: Spray water from the spray bottle into the air as you move around the room.

Participation: Ask participants how they would react if they thought you were spraying perfume? A deadly poison? A virus? Tobacco smoke?

Demonstration: Show participants the handkerchief through which a smoker has exhaled tobacco smoke.

Explanation: Explain that the tar in the tobacco smoke made the stains. The smoke in the handkerchief had already been in the lungs of the smoker. Ask what this tells the non-smoker about exhaled smoke from smokers? (It is harmful to everyone.)

Explain that second-hand smoke is the smoke that's in the air when tobacco is being smoked. Nicotine is also present in the second-hand smoke. Tar, nicotine, and other harmful substances in tobacco smoke pose a health threat to nearby non-smokers (adults, children, and even family pets are affected).

Additional resources at <http://putitoutside.tamu.edu/index.php> are meant to help parents of young children realize the dangers and consequences of exposing children to second-hand smoke, including the increased risk for allergies, asthma, and upper respiratory and ear infections.

Sponge Demonstration (ALL)

Almost all cases of emphysema are due to cigarette smoking. This sponge demonstration will help participants to visualize why it is hard for the lungs of someone with emphysema to work properly.

Materials: 2 sponges
– one hard, one moist



Demonstration: Use two sponges to demonstrate why someone with emphysema has such a hard time breathing. One sponge should be moist and the other hard. The moist sponge is like a healthy lung filled with air sacs. The dry sponge is like the lung of someone with emphysema. A healthy lung (moist sponge) can easily bring oxygen into the air sacs (alveoli) and force carbon dioxide out of the air sacs. A lung with emphysema (hard sponge) cannot do this; trapped carbon dioxide stays in the lungs,

making the person feel like they are starved for air.

Traffic Safety

Bicycle Rodeo* (C, Y, T)

Hold a bicycle rodeo to show children, youth, and teens how to ride safely. See details under the Local/Regional Resources section below.

Fatal Vision Goggles* (T, A)

The Fatal Vision Goggles are a prevention tool used to educate people of all ages about the consequences of alcohol misuse and abuse. Fatal Vision Goggles use special lens technology that allows the wearer to experience a realistic simulation of impairment. An activity guide is available with ideas for programming using the goggles.

TEXAS ONLY: *Fatal Vision Goggles should be requested 2 to 3 months in advance. It is recommended that you work through your local Texas A&M AgriLife Extension Service county agent (<http://county-tx.tamu.edu/>) or contact Passenger Safety (http://fcs.tamu.edu/safety/passenger_safety/) at 979.845.3850 about checking out this resource.

Older Driver Traffic Safety (O)

Offer a short program for older adults using "Road Wise: A Complete Traffic Safety Program Toolkit: Older Driver Traffic Safety" at http://fcs.tamu.edu/safety/passenger_safety/toolkit/older_drivers.php. The program includes a PowerPoint presentation and handouts.

Traffic Safety Exhibits from Texas A&M AgriLife Extension Service

TEXAS ONLY: The exhibits listed below should be requested 2 to 3 months in advance, unless otherwise specified. It is recommended that you work through your local Texas A&M AgriLife Extension Service county agent (<http://county-tx.tamu.edu/>) or contact Passenger Safety (http://fcs.tamu.edu/safety/passenger_safety/) at 979.845.3850 about checking out resources.

Booster Seat Exhibit (AP, GP, caregivers)

The booster seat exhibit has three large posters that illustrate the need for booster seats. The posters can be rolled and shipped in a tube and used with a standard 3-panel exhibit board.

Child Safety Seats (AP, GP, TP, caregivers)

The child safety seat exhibit is fixed on an exhibit board and must be shipped as an exhibit.

Pickup Trucks Rock 'N Roll (A, T)

The Pickup Trucks Rock 'N Roll exhibit has three large posters that illustrate the importance of wearing seat belts in pickup trucks. The posters can be rolled and shipped in a tube.

Rollover Convincers (A, C, Y, T)

The rollover convincer demonstrates what happens to adults and children when a vehicle rolls and seat belts are not used or are improperly worn. If possible, this equipment should be requested 4 to 6 months in advance.

Safety Belt Exhibit (A, T)

The safety belt exhibit has three large posters that illustrate the importance of wearing seat belts. The posters can be rolled and shipped in a tube.

Vince & Larry Crash Dummy Costumes (A, C, Y, T)

“Vince and Larry” costumes add a lot of interest to seat belt or child safety seat programs. Costumes can be reserved from the AgriLife Extension Passenger Safety office. Have your 4-H teen leaders conduct a seat belt program using the Rollover Convincer (see above), along with the “Vince and Larry” costumes.





Local/Regional Resources

Local/Regional Resources

Arthritis

Rheumatologist (A, O)

Contact a local rheumatologist (doctor who treats arthritis and other inflammatory illnesses of the muscles and joints) to demonstrate different types of apparatus that can help those with arthritis to function better in daily life.

Back Health

Chiropractor (ALL)

Ask a local chiropractor to show a display of the backbone and discuss the importance of posture and having a healthy back. Let the care provider know that he or she can advertise the practice through this booth by giving out free notepads, pencils, etc. with the business information printed on them. The *Healthwise Handbook* (<http://www.healthwise.org/Questions.aspx> or 1.800.706.9646) has excellent back self-care information. See more on the *Healthwise Handbook* under Self Care/Health Care in the Hands-on Activities section above.



Cancer Prevention & Early Detection

Skin Cancer Prevention

Texas A&M AgriLife Extension Service County Agents (ALL)

Talk about the importance of applying sunscreen, using the appropriate SPF (sun protection factor), and wearing the right clothing when outside. Contact your Texas A&M AgriLife Extension Service county agent (<http://county-tx.tamu.edu/>) for information and resources.

Child Health

Health Care Provider (Doctor, Nurse, etc.) (AP, GP, TP)

Ask a local health care provider to present a short program on child health issues, such as:

- how to care for a child with a fever,
- preventing and treating colds and flu,
- dealing with bed-wetting, or
- preventing ear infections and swimmer's ear.

CPR & First Aid

Emergency Medical Services (EMS), Emergency Medical Technician (EMT), Paramedic (ALL)

Ask your local EMS, EMT, or paramedic to demonstrate CPR, first aid techniques, and give a tour of an ambulance.

Dental Care

Dentist, Dental Hygienist, Orthodontist (ALL)

Ask a local dentist to provide an exhibit or booth on dental care. Ask if toothbrushes, dental floss, etc. could be given away free of charge at the booth. Let the dental care provider know he or she can advertise the practice through this booth.

Diabetes

Endocrinologist (T, A, O)

Contact a local endocrinologist who works with diabetes patients to offer advice or a short program about some of the following: differences between type 1 and type 2 diabetes, medications, wound care, diabetes meters and other diabetes supplies, healthy diet for those with diabetes, etc.

Disability Awareness

Health Care Provider from a Nursing Home Facility (C, Y, T)

Contact a nursing home health care professional to discuss with youth some of the disabilities that can occur to people as they age or as a result of an accident or health risk. This professional would be a great person to have available to field questions at the Disability Awareness Stations (information located in the Hands-on Activities section above).

Fire Prevention & Safety

Fire Department (C, Y, T, TP, AP)

Contact your local fire department to provide a safety education program. Some fire departments will even have an actual house in which children can practice safety tips.

Hand-Washing

Health Care Provider (Doctor, Nurse, etc.) (ALL)

Ask a local health care provider to donate bottles of hand sanitizer to your health fair. Allow the provider to promote/advertise their business on the labels or next to each hand-washing station.

Heart Disease & Stroke: Prevention & Early Detection

Health Care Provider (Doctor, Nurse, etc.) (ALL)

Contact a local health care provider to do a short presentation on a selected topic like peripheral artery disease, dealing with heart failure, controlling blood pressure, early detection of heart attack and stroke, etc.



Men's Health

Health Care Provider (Doctor, Nurse, etc.) (A, O)

Contact a local health care provider to field questions or present a short program on men's health issues, such as, healthy prostate; sexual function and dysfunction as we age; skin, bone, and muscle health; etc.

Mental Health

Mental Health Facility (T, A, O)

Contact your local mental health facility. Some facilities have stress monitors and computer programs for biofeedback, which

they may be willing to provide during your health fair.

National Alliance on Mental Illness (NAMI) Regional Representative (T, A, O)

http://www.nami.org/Template.cfm?Section=Your_Local_NAMI&Template=/CustomSource/AffiliateFinder.cfm

Contact your local NAMI representative to provide a booth about their educational and support programs for families and consumers.

Nutrition

Master Gardeners or Other Gardening Group

Salad-in-a-Pot (ALL)

Ask Master Gardeners or another gardening group to plant and grow a Salad-in-a-Pot in advance of the fair and demonstrate it during the fair. Master Gardener volunteers can also demonstrate how participants can grow their own salad-in-a-pot. Participants will receive a *Salad-in-a-Pot* instruction card for this activity (located in the Appendix) and 3 small packets of seed (lettuce, radish, carrots or other appropriate vegetables to grow in your climate) so they can attempt to grow their own salad-in-a-pot at home. Master Gardeners will need to meet before the fair to pack and label seed packets.

Older Adult Health

Senior Center (O)

Invite a representative from your local senior center to have a table or booth with handouts about upcoming events for older adults.

Physical Activity

American Heart Association

Jump Rope (ALL)

Ask the local American Heart Association (AHA) to promote the “Jump Rope for Heart” fundraiser activity. Provide information on the importance of physical activity, and involve participants. AHA has ropes available since they use them during their “Jump Rope for Heart” fundraiser. Youth volunteers can demonstrate jump-roping techniques and encourage adults and children to participate.

Dance Studios

Dance Demonstration(s) (ALL)

Ask local dance studios to demonstrate what they teach at their studio to encourage physical activity. Each studio could have a time slot on a stage or platform to show their dance routines. Youth volunteers could also walk around the fair with a hand-held boom box and demonstrate their favorite dance steps.



Exercise Physiologist, Physical Therapist, Sports Trainer

The Right Exercise Equipment (ALL)

Ask a local exercise physiologist, physical therapist, or sports trainer to conduct presentations on how to:

- buy the appropriate walking shoes,
- buy the right exercise equipment,
- choose the best sports drinks and/or how to make your own sports drinks,
- find your target heart rate,
- exercise safely in the heat or cold,
- get started walking or start a walking club (be sure to promote Walk Across Texas <http://walkacrosstexas.tamu.edu>).

Be sure to emphasize that physical activity does not have to cost a lot of money. Ask the presenter to demonstrate how to exercise at home, use household items to increase strength and flexibility, do chair exercises, buy inexpensive exercise equipment, etc.

Fitness Centers, Recreational Centers, YMCA

Fun in the Gym (C, Y, T, TP)

Ask local fitness or recreational centers (aerobics, fitness, or karate experts) to provide free, hands-on activities, such as beginning step aerobics, beginning zumba steps, a bike for spinning, kick-boxing, or information on the benefits of strength training, flexibility exercises, resistance bands, stability and balance balls, strengthening the core muscles, etc.

A large area is required for this exhibit, and many volunteers should be available to assist participants. Rope off the area, and have a designated entrance/exit.

Hula Hoops (ALL)

Invite your local YMCA or other recreational facility to the health fair to promote their programs. To get attention and physical activity involvement, ask youth volunteers

to demonstrate how to hula hoop and ask for audience participation.

Most YMCAs and recreational departments (city, county, college, university, etc.) have hula hoops. If necessary, check with local discount stores for hula hoops and ask them to donate the hula hoops for your event. (The requests for donations may need to be in writing.)

Poison Prevention

Poison Control Center (ALL)

Contact your area Poison Control Center for displays and other information that may be available.

Prenatal Care

Registered Dietician (TP, AP)

Ask a local registered and licensed dietitian to speak about prenatal nutrition.

Nurse Practitioners, Midwives, and Other Health Care Providers (TP, AP)



These professionals can be excellent speakers on a variety of topics surrounding prenatal care.

Stress Management

Psychologist/Counselor (T, A, O)

Contact a local psychologist or counselor for information or a short program on stress management and the health risks that come with constant stress levels.

Tobacco Use Prevention

TEXAS ONLY

Texas Department of State Health Services (TX DSHS) Tobacco Control Representatives (ALL)

Contact the Texas Department of State Health Services Tobacco Control representatives (<http://www.dshs.state.tx.us/tobacco/regions.shtm>) for educational activities and tobacco prevention materials. TX DSHS Tobacco Prevention and Control provides nine local tobacco control coordinators throughout the state to conduct programs (in their region) on topics such as:

- community mobilization and training;
- policy change activities;
- counter-marketing/educational activities;
- efforts targeted to diverse/special populations such as minorities, persons in rural areas, and youth in alternative settings; and
- cessation activities.

Texas A&M AgriLife Extension Service County Agent (ALL)

Contact your Texas A&M AgriLife Extension Service county agent (<http://county-tx.tamu.edu/>) for information and resources.

Traffic Safety

Bicycle/Pedestrian Safety

Police Department, Bicycle Patrol, Bicycle Clubs

Bicycle Rodeo* (C, Y, T)

Contact the bicycle patrol from your local police department, as well as any local

bicycle clubs, to partner with you in a bicycle rodeo.

Provide children, adolescents, and teens with an educational program about bicycle safety.

Have each participant go through a safety course where they must use appropriate hand signals, etc. Distribute or use the information from the Texas A&M AgriLife Extension Service Passenger Safety Team's Bicycle Safety fact sheet at http://fcs.tamu.edu/safety/passenger_safety/toolkit/youth_traffic_safety/bicycle.pdf.

After the educational program, have each participant ride through an (age-level appropriate) obstacle course. Have door prizes and giveaways for the best, safest riders.

*This activity requires approved bicycle helmets

TEXAS ONLY: Information about setting up a bicycle rodeo can be found in Neighborhood Adventures in Bicycle Safety. Work through your local Texas A&M AgriLife Extension Service county agent (<http://county-tx.tamu.edu/>) to order this resource from the AgriLife Extension Passenger Safety Team (http://fcs.tamu.edu/safety/passenger_safety/ or 979.845.3850).

TEXAS ONLY: Texas A&M AgriLife Extension Service (C, Y, T)

Order the A to Z by Bike Handbook from the AgriLife Extension Passenger Safety



Team. Work through your local Texas A&M AgriLife Extension Service county agent (<http://county-tx.tamu.edu/>) to order this resource or contact the Passenger Safety Team (http://fcs.tamu.edu/safety/passenger_safety/ or 979.845.3850).

Drinking & Driving

Mothers Against Drunk Driving (MADD) (T, A, O)

Contact MADD for handouts and other resource information, including speakers, at (800) GET-MADD or on the web at <http://www.madd.org/local-offices/tx/> (in Texas) or <http://www.madd.org/local-offices/> (all other states).

Safety Belts & Child Safety Seats

TEXAS ONLY: Texas Department of Public Safety (ALL)



Contact your regional Texas Department of Public Safety Education Trooper to participate in your health fair and provide more information on traffic safety.

For a list of contacts, go to <http://www.txdps.state.tx.us/tle/contact.htm>.

TEXAS ONLY: Texas Department of Transportation (ALL)

Contact your Texas Department of Transportation (TxDOT) District Traffic Safety Specialist to participate in your health fair and provide more information on traffic safety. For a list of contacts, go to http://www.txdot.gov/safety/traffic_contacts.htm.



Women's Health

Health Care Provider (Doctor, Nurse, etc.) (A, O)

Contact a local health care provider to field questions or present a short program on preventing osteoporosis, early detection of breast and cervical cancer, controlling menopausal symptoms, etc.

Zoonosis Control

TEXAS ONLY: Texas Animal Control Association, Regional Coordinator (ALL)

Contact the Texas Animal Control Association Regional Coordinator (<http://www.taca.org/zoonosis.htm>) for information on zoonosis.



Other Related Resources

Other Related Resources

Arthritis

Arthritis Foundation (A, O)

<http://www.arthritis.org/>

Contact the Arthritis Foundation for materials on arthritis and how to care for it.

Back Health

Cleveland Clinic (ALL)

http://my.clevelandclinic.org/healthy_living/back_health/hic_posture_for_a_healthy_back.aspx

This resource shows the correct posture for sitting, driving, lifting, and lying down.

Texas A&M AgriLife Extension Service (T, A, O)

<http://fcs.tamu.edu/health/healthhints/2009/jul/back-pain.pdf>

Back Pain: Prevention, reduction, management tips.

Cancer Prevention & Early Detection

American Cancer Society (ACS) (ALL)

<http://www.cancer.org>

Search resources for all types of cancer or cancer prevention.

National Cancer Institute, Cancer Information Services (ALL)

<http://www.cancer.gov/>, (800) 4-CANCER, 800.422.6237

Cancer Information Services (CIS) is a nationwide network of 19 regional field

offices supported by the National Cancer Institute (NCI). It provides accurate, up-to-date information on cancer to patients and their families, health care professionals, and the general public. CIS can provide specific information in English and Spanish about particular types of cancer, as well as information on how to obtain second opinions and the availability of clinical trials. Each CIS office has access to the NCI treatment database, PDQ, which offers callers the most current state-of-the-art treatment and clinical trial information.

Skin Cancer Prevention

American Cancer Society (ALL)

Find resources from the American Cancer Society (ACS) at <http://www.cancer.org/Healthy/MoreWaysACSHelpsYouStayWell/acs-skin-cancer-prevention-activities> or call 1.800.227.2345.

Get involved in the ACS *Slip, Slop, Slap Campaign* or *Don't Fry Day*.

Child Health

American Academy of Pediatrics (C, Y, T, AP, GP, TP)

<http://www.aap.org/>

The American Academy of Pediatrics provides resources on



a variety of child health topics, parent corner, and professional and educational publications from a reputable, reliable site.

CPR & First Aid

American Red Cross (T, A, O)

<http://www.redcross.org/en/takeaclass>

Find resources on where to take CPR, first aid, and automated external defibrillator training classes.

Dental Care

American Dental Association (ALL)

<http://www.ada.org/public.aspx>

Find resources for both adult and child oral health care.

Diabetes

American Diabetes Association (T, A, O)

<http://www.diabetes.org/>

Find resources on diabetes basics and living with diabetes.

National Diabetes Education Program (T, A, O)

<http://ndep.nih.gov>

Find resources for people with diabetes and those who work with them.

National Diabetes Information Clearinghouse (NDIC) (T, A, O)

<http://diabetes.niddk.nih.gov>

NDIC is an information and referral service of the National Institute of Diabetes and Digestive and Kidney Diseases, one of the National Institutes of Health. NDIC maintains a database of patient and professional education materials.

Disability Awareness

Council for Disability Awareness (ALL)

<http://www.disabilitycanhappen.org/>

Find publications on how to reduce your chances for disability, prepare for disability, as well as information about how to handle disability financially and otherwise.

National Dissemination Center for Children with Disabilities (ALL)

<http://www.nichcy.org/>

This information clearinghouse provides materials on disabilities and disability-related issues.

Children and youth with disabilities are their special focus.



Texas Department of Assistive and Rehabilitative Services (DARS) (ALL)

<http://www.dars.state.tx.us/dhhs/index.shtml>

This state agency's primary responsibility is providing services to visually disabled persons. Services include counseling and guidance, rehabilitation training, vocational evaluations and training, reader services, and a variety of other services

<http://www.dars.state.tx.us/dbs/index.shtml>

- DARS also provides funds for interpreter services, communication access, services to older hearing impaired Texans, tests licensed sign language and oral interpreters, funds

intern/mentor programs, offers interpreter outreach and training, offers projects to identify individuals with hearing loss, and a hard of hearing specialist program.

Fire Prevention & Safety



Centers for Disease Control and Prevention, the Consumer Product Safety Commission, and the U.S. Fire Administration

<http://www.firesafety.gov/> (A, O)

<http://www.firesafety.gov/kids/flash.shtm>
(C, Y, T)

Here, you'll find resources for adults and kids on home fire safety, smoke alarms, escaping from fire, etc.

Hand-Washing

American Cleaning Institute (C, Y, T, TP, AP, GP)

http://www.cleaninginstitute.org/clean_living/hands_publications.aspx

This institute provides resources and activities to teach hand-washing.

Glo Germ Company (C, Y, T, TP, AP, GP)

<http://www.glogerm.com>

This company offers kits that include a light and liquid to show if hands were washed properly. Lesson plans and other educational materials are also available on their

website. Charges vary depending on which kit is selected.

Heart Disease & Stroke: Prevention & Early Detection

American Heart Association (ALL)

<http://www.americanheart.org/>

The American Heart Association has handouts and other program materials that are downloadable on a variety of topics, including recognizing early symptoms of a heart attack and stroke.

National Heart, Lung, & Blood Institute (ALL)

<http://www.nhlbi.nih.gov/health/index.htm>

This institute has resources for the public on heart disease, high blood pressure, cholesterol, etc.

National Institute of Neurological Disorders & Stroke (T, A, O)

<http://www.ninds.nih.gov/>

Find information on the causes, prevention, diagnosis, and treatment of neurological disorders and stroke.



National Stroke Association (T, A, O)

<http://www.stroke.org>

Find resources addressing stroke prevention, rehabilitation, research, and survivor support. It also has a wide selection of materials including videotapes, audiotapes, journals, brochures, and booklets for continuing education, staff training, and the public.

Men's Health

Centers for Disease Control & Prevention (T, A, O)

<http://www.cdc.gov/men/>



Locate men's health information, tips, and research from the Centers for Disease Control and Prevention.

Mayo Clinic (T, A, O)

<http://www.mayoclinic.com/health/mens-health/MY00394>

The Mayo Clinic has resources on the leading health risks in men and is an excellent source for answers to men's health questions.

Mental Health

National Alliance on Mental Illness (NAMI) (T, A, O)

<http://nami.org>

Contact NAMI for educational materials and support services.

TEXAS ONLY: NAMI Texas (T, A, O)

<http://namitexas.org>

Contact the Texas National Alliance on Mental Illness for educational materials and support services.

Substance Abuse & Mental Health Services Administration (T, A, O)

<http://samhsa.gov>

This administration provides resources on alcohol, drug abuse, and mental health. It offers the latest information on alcohol, tobacco, and other drugs in a variety of formats, including printed material and videos.

TEXAS ONLY: Texas Department of State Health Services – Mental Health (T, A, O)

<http://www.dshs.state.tx.us/mentalhealth.shtm>

Here, you will find Texas-specific information on mental health.

Nutrition

Dairy Max (C, Y, T)

<http://www.dairymax.org>

Dairy Max is the USDA-qualified generic promotion program organized by dairy farmers. It provides nutrition information and marketing materials for schools and health professionals.

Food & Drug Administration (ALL)

<http://www.fda.gov>

Find resources regarding nutrition and food and drug safety on this website.

**United States Department of Agriculture
Food & Nutrition Information Center (ALL)**

<http://nal.usda.gov/fnic/>

This website provides resources on food groups, dietary guidelines, foods to increase/reduce, diet and disease, healthy meals, nutrition for kids, etc.

Older Adult Health

**American Association for Retired Persons
(AARP) (O)**

<http://www.aarp.org/>

Contact AARP for information on older adult health as well as benefits available to seniors country-wide.

**Texas Department of Aging and Disability
Services**

<http://www.dads.state.tx.us/>

Find resources on a wide array of services, which vary according to local needs, and resources for older adults and others with disabilities in Texas.

Physical Activity

**Centers for
Disease Control &
Prevention (ALL)**

[http://www.cdc.gov/
physicalactivity/
everyone/health/
index.html](http://www.cdc.gov/physicalactivity/everyone/health/index.html)

This resource describes the benefits of physical activity: weight control, health risk reduction, improved mood, etc.



**President's Council on Fitness, Sports, &
Nutrition (ALL)**

<http://www.fitness.gov/>

Here, you'll find the Physical Activity Guidelines for Americans, as well as motivational strategies to get physically active.

Poison Prevention

**American Association of Poison Control
Centers (ALL)**

<http://www.aapcc.org/dnn/default.aspx>

This website provides resources on poison prevention, treatment, and emergency help.

**Indoor Air Quality Information
Clearinghouse**

<http://www.epa.gov/iaq>

These specialists provide information, referrals, publications, and database searches on indoor air quality. Their information includes pollutants and sources, health effects, control methods, commercial building operations and maintenance, standards and guidelines, and federal and state legislation.

Texas Poison Center Network

<http://poisoncontrol.org>

This organization offers emergency assistance to the public and assists professionals in treating poisonings. It also offers prevention educational materials and programs.

Poisonous Snakes

TEXAS ONLY: Texas Department of Parks and Wildlife (ALL)

<http://www.tpwd.state.tx.us/>

Contact the Texas Department of Parks and Wildlife to show a snake display and explain how to know which snakes are poisonous and most likely to exist in your area. Download the Texas Venomous Snakes fact sheet (http://www.tpwd.state.tx.us/publications/pwdpubs/media/pwd_br_w7000_0693.pdf) as a resource or to distribute.

Prenatal Care

March of Dimes (T, A, TP, AP)

<http://marchofdimes.com>

The March of Dimes site has excellent handouts and topic ideas for prenatal care. Consider pairing your event with a March of Dimes Walk for Baby event.

National Center for Education in Maternal & Child Health (ALL)

<http://www.ncemch.org>

This organization's resources address the health and well-being of the nation's children and families, including physical, behavioral, emotional, mental health, etc.

Self-Care/Health Care

Consumer Product Safety Commission (ALL)

<http://www.cpsc.gov>

This commission's resources address product safety and consumer health, as well as product recalls.

National Center for Farmworker Health, Inc. (A, O)

<http://www.ncfh.org>

This program provides farmworker families with health-related information and technical assistance.



National Council on Patient Information & Education (A, O)

<http://www.talkaboutrx.org/>

Find information on programs, services, and materials that promote the safe use of medicines.

National Foundation for Infectious Diseases (ALL)

<http://www.nfid.org/>

Find fact sheets on immunizations to prevent infectious diseases.

Wellness Council of America (A, O)

http://www.welcoa.org/pdf/store/SC_TOC_Intro.pdf

Resource (PDF format): Self-Care Essentials – A Simple Guide to Managing Your Health Care and Living Well.

Stress Management

HelpGuide.org (T, A, O)

http://helpguide.org/mental/stress_management_relief_coping.htm

This non-profit organization has a variety of resources on stress management and other mental health issues.

Mayo Clinic (T, A, O)

<http://www.mayoclinic.com/health/stress-management/MY00435>

Locate resources describing the health risks of stress and strategies for stress management.

Tobacco Use Prevention

American Cancer Society (ALL)

<http://www.cancer.org/Healthy/StayAwayfromTobacco/index>

Contact the American Cancer Society for resources at their website or at 1.800.227.2345.

America Lung Association (ALL)

<http://lungusa.org>

Find educational programs, community services, advocacy, and research on the prevention of lung disease and the promotion of lung health.

Put it Outside (ALL)

See Texas A&M AgriLife Extension Service's resources at <http://putitoutside.tamu.edu/index.php>, which are meant to help parents of young children realize the dangers and consequences of exposing children to second-hand smoke, including the increased risk for allergies, asthma, upper respiratory and ear infections.

Texas Department of State Health Services – Tobacco Prevention & Control

<http://www.dshs.state.tx.us/tobacco>

This organization offers technical assistance, trainings, and resources to community groups, healthcare providers, schools, and

worksites in its efforts to reduce tobacco's toll on Texas. It also supports the free Quit Line (1.877.937.7848).

Traffic Safety

National Highway Traffic Administration (NHTSA)

<http://www.nhtsa.dot.gov>

Find brochures, flyers, statistical reports, videos, and other information about safety belts; car seats; pedestrian, bicycle and motorcycle safety; and drunk and impaired driving.

Bicycle/Pedestrian Safety

Texas A&M AgriLife Extension Service Passenger Safety (C, Y, T)

Find bicycle and pedestrian safety information at the Texas A&M AgriLife Extension Service Passenger Safety website, including the following:



- Bicycle Safety Fact Sheet http://fcs.tamu.edu/safety/passenger_safety/toolkit/youth_traffic_safety/bicycle.pdf (including information on correct helmet fit)
- Pedestrian Safety Fact Sheet (http://fcs.tamu.edu/safety/passenger_safety/pdf/pedestrian_safety_fact_sheet.pdf)

Drinking & Driving

Mothers Against Drunk Driving (MADD)
(T, A, O)

<http://www.madd.org>

MADD provides resources on preventing drunk driving and supporting victims of drunk drivers.

Safety Belts & Child Safety Seats

**Texas A&M AgriLife Extension Service –
Traffic Safety Program Toolkit (ALL)**

http://fcs.tamu.edu/safety/passenger_safety/toolkit/index.php

AgriLife Extension has resources available as handouts at health fairs.

Women’s Health

**U.S. Department of Health and Human
Services, Office of Women’s Health (T, A,
O)**

<http://www.womenshealth.gov/>

This federal department has information, tools, calculators, and statistics on women’s health topics as well as a myriad of information on health issues concerning women and girls (e.g., breast health, pregnancy, menopause, etc.).

Zoonosis Control

**Texas Department of State Health Services
- Zoonosis Control Branch (ALL)**

<http://www.dshs.state.tx.us/idcu/health/zoonosis>

In Texas, consult the Texas Department of State Health Services Zoonosis Control Branch for information on controlling diseases transmissible from animals to humans (rabies, Lyme disease, etc.). This website also contains outdoor health and safety tips for hunters, campers, and hikers.



Health Resources: Descriptions of Organizations that Offer Resources for Your Health Fairs is located in the Appendix and provides a listing of Texas and national organizations.



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Some of the sample forms in the Appendix are in the “Forms to Customize” folder that was downloaded with this Guide at the time of purchase. On the pages that follow, the forms available to be customized are noted. Most of these sample files contain example text; please be sure to read through all files you use and customize them to fit your particular needs as you plan and conduct your health fair.

Sample Budget Worksheet and Checklist

This sample budget lists potential expenses that might be incurred when planning and implementing a health fair. Use it only as a guide — each fair is different and will incur different expenses. Dollar values for the items listed were not accessed since prices will vary, and some items may be donated.

Item	Amount
Rental of facility	
Liability insurance (check with facility – you may or may not need to purchase insurance)	
Refreshments (including cups, plates, napkins, forks, spoons, knives, etc.) for committees, exhibitors, and volunteers	
T-shirts for planning committee and volunteers (cost varies depending on quantity ordered)	
Door prizes (gift baskets, measuring spoons, cups, fruits, etc.)	
Misc. expenses (tape, disposable table cloths, trash cans/bags, nails, hammer, rope, wire, crayons, pens, etc.)	
Possible giveaway items, such buttons, magnets, sports/water bottles, pedometers, etc. (search Internet or local community for vendors)	
Proposed Booth, Exhibit, Demonstration, Activity Supplies	
Jump ropes	
Hula hoops	
Ping pong balls	
Straws	
<i>Healthwise Handbooks</i>	
Proposed Printing	
Handouts, activities, recipes, coloring books, etc.	
Publicity flyers and posters (in color and/or black & white)	
Scavenger hunt forms	
Sponsorship acknowledgement (e.g., posters, banners, etc.)	
Other	

Available to be customized as a Microsoft Word document.

Sample Exhibitor Invitation Letter*

Date: _____

Memo to: Prospective _____ (name of your health fair or event) Participants

Subject: _____ (name of your county) County Health Fair (specific event name)

The _____ (county name) County _____ (committee name) Committee is hosting the 2nd annual Health and Safety Fair on Friday, October 1 from 10:00 A.M. to 3:00 P.M. (provide your event's title, date/time). This event will be held in the lobby and the south lawn of the Navarro County Courthouse (provide your event's location). The target audience for this event is Navarro County employees (provide your target audience); however, the community will be welcome to participate. The objectives of the fair include (see example below; concisely list your event's objectives):

- To increase health awareness and disease prevention for county employees by providing health screenings, educational information, and related activities.
- Provide disaster preparedness information.
- Increase awareness of local, state, and national health services and resources.
- Motivate participants to make positive health behavior changes.
- Teach self-care practices.

Your agency or business is invited to showcase your services at this event by providing educational information, screenings, or health awareness activities. Booth spaces are available for \$25.

If you are interested in participating, please complete and return the enclosed, self-addressed postcard by _____ (date).

For more information, please contact _____ (contact person's name) at _____ (address & phone number).

Sincerely,

Your Name

Organization with which you are affiliated

**Available to be customized as
a Microsoft Word document.**

*Thank you to Paula Butler, County AgriLife Extension Agent, Family & Consumer Sciences, Texas A&M AgriLife Extension Service, for providing this sample letter and the following sample postcard, which prospective exhibitors can complete and return.

Sample Exhibitor Return Postcard

Create a postcard with information about your health fair to insert with your exhibitor invitation letter (previous page) to assist the prospective exhibitor in signing up for a booth.

_____ **County Health & Safety Fair**

Name of Your Business: _____

Yes, we want to participate in the Health & Safety Fair on October 1.

We would like our exhibit in the courthouse lobby.

We would like our exhibit outside on the courthouse lawn.

We will provide a _____ screening.

We will provide educational/resource information about _____.

Yes, we would like to be a t-shirt sponsor, with our business name/logo on the shirt.

\$50 (with business name on back of shirt)

\$100 (with business logo on back of shirt)

No, we will not be participating in the Health & Safety Fair this year.

Your Contact Person: _____

Contact Person's Phone Number: _____

Contact Person's E-mail Address: _____

**Available to be
customized as a
Microsoft Publisher
6 x 4.25 inch
postcard.**

Include 3-4 blank lines here
for the business'
return address

Print Your Business Name Here
Your Business Mailing Address
Your Business City, State, Zip Code

Sample Donation Request Letter

Date

Name of Potential Donor

Address

City, State, Zip Code

Dear _____:

In response to the growing epidemic of childhood overweight/obesity (specify your target audience), Texas A&M AgriLife Extension Service is conducting a health fair that will be held on _____ (date) in _____ (city). I would like to request the donation of _____ and/or your monetary sponsorship of this educational event. (If you are asking for a donation of items and/or money, provide as much detail as possible to let the potential donor know how the donation will be used.)

We hope you can attend and participate in the health fair to witness all of the hands-on educational activities that will be conducted throughout the day. It will be a great time of learning for the entire family.

Thank you for your willingness to assist with this valuable project. (Describe how person/business will be acknowledged for their contributions – sponsorship wall, promotional flyers/posters, or t-shirts, for example.)

Sincerely,

Your Name

Organization with which you are affiliated

(Enclose any promotional flyers.)

**Available to be customized as
a Microsoft Word document.**

Sample Donation Request Form

(Print this form on your letterhead, and include it with your donation request letter [see previous page]. Personalize the information below to reflect what you have requested in the letter [financial contributions only; request for items for door prizes, food, etc.; or both]).

Thank you for agreeing to be a sponsor of the _____ (specific name of the event). Contributions to the event will be acknowledged in our advertisements, program, and throughout the fair.

If you are making a financial contribution, please complete and return this form, along with your check made payable to: _____ (name and address) by _____ (date).

If you are donating items for our health fair, please complete and return this form by _____ (date), with the items you are donating listed in the area below. We will contact the person listed below to make arrangements to receive the items being donated.

For more information, please contact: (contact's name, title, telephone number, and e-mail address).

Name of Sponsor/Organization: _____
(as you want it to appear in written information/materials)

Contact Person: _____

Title: _____

Mailing Address: _____

City, State, Zip: _____

Telephone: _____ Fax: _____

E-mail Address: _____

Amount of Financial Contribution:

- Platinum Sponsor \$5001 and above
- Gold Sponsor \$2501 - \$5000
- Gold Sponsor \$2501 - \$5000
- Bronze Sponsor \$1000 and below

Special Designations for Your Contribution:

- Booth Rental, Stage Setup
- Food
- Demonstration Supplies
- Posters and Supplies
- Liability Insurance
- Advertisements
- As Needed

In Kind Contribution (specify): _____

**Available to be customized as
a Microsoft Word document.**

Sample Participant Evaluation of the Health Fair

Your Name: _____ Date: _____

Your Organization or School: _____

Thank you for participating in the health fair. To plan for future events, we would appreciate answers to the following questions:

1. How would you rate the health fair in general? Excellent Fair Poor

Comments : _____

2. Do you plan any changes in the things you normally do as a result of anything you learned or participated in at the health fair, such as taking a class or stopping smoking?

Yes No

Comments: _____

3. How do you plan on using any of the health fair information received today? Please check all the ways you plan to use the information you received today.

I do not plan to use the information.

I plan to read the pamphlets for my own benefit.

I plan to share information with friends, relatives, or neighbors.

If so, how many? _____

I plan to see a doctor.

I found that I had a health problem I did not know about previously.

I found that someone in my family has a health problem we did not know about previously.

I learned about one or more health agencies and their services that I did not know about previously.

4. List your favorite exhibitors/booths/activities and speakers.

My Favorite Exhibitors/Booths/Activities	My Favorite Speakers

5. Why did you come to the health fair? Check all that apply.

Free Convenient Curious about health Recently felt bad

My school came My family came I was at the fair

Other: _____

6. How did you hear about the health fair?

- | | |
|---|--|
| <input type="checkbox"/> TV (specify station) _____ | <input type="checkbox"/> Radio (specify station) _____ |
| <input type="checkbox"/> Newspaper (which one?) _____ | <input type="checkbox"/> Poster (specify where) _____ |
| <input type="checkbox"/> Word of mouth _____ | <input type="checkbox"/> Do not remember |

Other: _____

7. Screenings, etc., I had today:

- | | |
|--|---|
| <input type="checkbox"/> Blood Pressure | <input type="checkbox"/> Flu Shots |
| <input type="checkbox"/> Blood Sugar | <input type="checkbox"/> Healthy Heart Evaluation |
| <input type="checkbox"/> Cholesterol | <input type="checkbox"/> Helicopter Tour |
| <input type="checkbox"/> Diabetes Education | <input type="checkbox"/> Hearing Screening |
| <input type="checkbox"/> Donated Blood | <input type="checkbox"/> Mammogram |
| <input type="checkbox"/> Donated Eye Glasses | <input type="checkbox"/> PSA Testing |
| <input type="checkbox"/> EMS Ambulance Tour | <input type="checkbox"/> Skin/Mole Screening |
| <input type="checkbox"/> Eye Screening | |

8. If you had an abnormality detected through screening, do you plan on getting a follow-up examination? Yes No

9. I would attend a health fair next year. Yes No

10. Topics I would like to see at the next health fair: _____

11. General comments and suggestions (bad and good equally welcome): _____

12. *Optional* (so we can get further information from you about the above, if needed):

Name: _____

Home Phone #: _____

Office Phone # _____

Thank you for your help!

**Available to be customized as
a Microsoft Word document.**

Sample Exhibitor's Evaluation

Exhibitor/Organization: _____ Booth number: _____

Your Name: _____ Phone Number: _____

1. Please rate the following aspects of the _____ County Health Fair:

	Excellent	Fair	Poor
Attendance			
Pre-planning			
Management			
Facilities			
Location of booth			
Booth space			
Publicity			
Comments or suggestions for change:			

2. If another health fair was held, would you participate? Yes No

3. Please estimate the number of participants with whom you actually spoke:

4. Please estimate the number of publications handed out from your booth:

Thank you for your participation in the health fair.

**Available to be customized as
a Microsoft Word document.**

Sample Promotional Flyers & Tools



Improving Lives. Improving Texas.

**It's
FREE!**

Nutrition & Physical Activity Expo

Schedule of Events

8:30 a.m. *Families in Motion* Walk Registration

9:00 a.m. Ribbon Cutting for Health Fair and Expo

9:15 a.m. *Families in Motion* Walk Warm-up

9:30-10:30 a.m. *Families in Motion* Walk

Come walk with state, county, city, school, and community leaders to raise awareness of the need for daily physical activity.

9:00 a.m. – 3:00 p.m.

Hands-on nutrition and physical activities

Presentations by _____ and dietitians from _____ Hospital, performances, and food demonstrations.

(This event is being held in a special area within the _____ County Medical Society Health Fair, with a special emphasis on children's wellness.)

Date

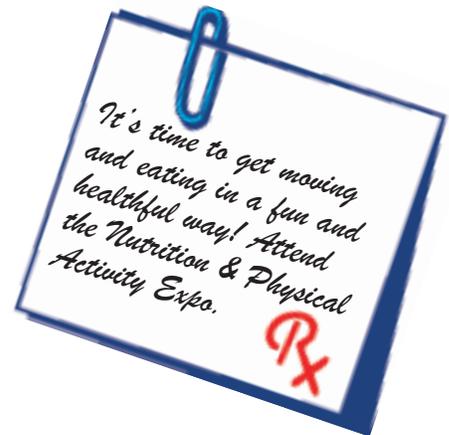
9:00 a.m. – 3:00 p.m.

Location

Street Address

City, State

**Games &
Prizes**



For more information,
call (555) 123-4567

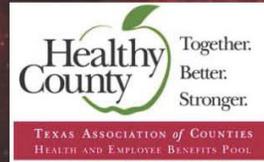
Sponsored by:

(This is a good location to place sponsors' logos.)

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating



*Navarro County Employees
are invited to attend*



Health and Safety Information
 Glucose Screening
 Cholesterol Screening
 Depression Screening
 Flu Shots by HEB
 Hearing Screening
 Carter Blood Care
 Disaster Preparedness Info
 Refreshments and MORE!!!

**Friday, October 1, 2010
 10:00 A.M.—3:00 P.M.**

**In the Lobby and Basement
 Navarro County Courthouse
 300 W. 3rd Avenue, Corsicana**

Open to the community

For More Information:
 903-654-3075



*Navarro County Employees Door Prize Certificate
 Friday, October 1, 2010, Courthouse Lobby
 10:00 A.M.—3:00 P.M.*

- Bring this form to the fair
- Complete at least 5 screenings and be eligible for a free t-shirt or door prizes...
- Certificate must be stamped by exhibitor
- Return completed certificate to voter's booth in basement

Name _____

Phone Number: _____

Email: _____



Glucose Screening	
Flu Shot—\$15/employee For first 100 employees	
Cholesterol Screening	
Depression Screening	
Hearing Screening	
Back Screening	
Disaster Education	
Blood Pressure Screening	
Other	

*Thank you to Paula Butler, County AgriLife Extension Agent, Family & Consumer Sciences, Texas A&M Agrilife Extension Service, for providing the examples on this page.

Time Table Checklist for the Health Fair

6 to 12 Months before the Health Fair:

- Establish goals and objectives for the health fair.
- Select a co-chair.
- Select planning committee members.
- Form and meet with subcommittees.
- Have subcommittees appoint chairs to report activities to the planning committee.
- Identify target audiences.
- Select a theme.
- Select a date and time.
- Select and reserve the location.
- Identify possible services, information, exhibits, and activities.
- Prepare a budget.

Available to be customized as a Microsoft Word document.

3 to 6 Months before the Health Fair:

- Establish timelines.
- Secure commitments from health care providers, exhibitors, etc.
- Ask exhibitors, clinicians, and other people working in the health fair to reserve the selected date.
- Secure volunteers, including someone who can take pictures the day of the fair and someone to welcome and direct participants.
- Select health screenings and services to be offered.
- Decide on exhibits, activities, demonstrations, etc.
- Reserve rental equipment.
- Reserve tables and chairs.
- Reserve AgriLife Extension exhibit.

3 Months before the Health Fair

- Order educational and promotional materials from the American Heart Association, etc.
- Plan and begin securing prizes, decorations, goodie bags, giveaways, films, etc.
- Secure a cash box; plan for change needs at the fair.
- Reserve hand trucks, carts, etc.
- Reserve trash receptacles.
- Plan to secure trash bags.
- Plan to secure tablecloths.
- Make posters, flyers, etc. to publicize the event.
- Duplicate printed materials, such as registration and evaluation forms.
- Locate and arrange for needed equipment (chairs, tables, and other necessary supplies).
- Receive written commitments from exhibitors, providers, volunteers, etc.

- Provide written confirmation to exhibitors, including the following:
 - date of the event
 - time (to set up booth and hours open to public)
 - location (include a map)
 - general guidelines
 - title for their booth signs (provided by either the committee or exhibitor)
 - ask exhibitors to bring special equipment, such as extension cords, three-prong adaptors, etc.
 - ask exhibitors about space and electrical requirements.
- Receive written requests from exhibitors for electrical outlets, cords, etc.

1 Month before the Health Fair:

- Meet with committee chairs to review progress towards implementation of plans.
- Publicize the event with flyers, posters, etc.
- Contact television, radio, and newspapers to publicize.
- Plan booths, exhibits, and classroom locations.
- Make booth signs.
- Make a map for exhibitors and participants.
- Create the program, acknowledging exhibitors, volunteers, donors, etc.
- Make a list of items still needing to be purchased.
- Secure the following supplies for the “be prepared for anything kit”:
 - pens and pencils
 - felt-tipped markers — large, small, different colors
 - extension cords
 - paper clips, rubber bands, tacks, pins
 - stapler and extra staples
 - scotch, masking, and duct tape
 - hammer, nails, pliers, and screwdriver
 - poster board
 - paper
 - batteries
 - emergency kit with first aid supplies
 - trash bags
 - paper towels
 - tissues
 - camera (and film if not using a digital camera) for the volunteer photographer
 - phone book, exhibitor and volunteer lists with phone numbers, etc.

1 Week before the Health Fair:

- Confirm with all participants.
- Print map and program.
- Make exhibitor, volunteer, chairman, etc. nametags.
- Purchase perishable items and safely store them.
- Make a list of where volunteers will be assigned the day of the health fair.
- Finalize plan for the registration table and registration process.
- Finalize plan for staffing, including the command center table.
- Finalize plan for evaluation, including distribution and collection.

Day before the Health Fair:

- Set up tables, booths, exhibits, chairs, classrooms, etc.
- Bring the “be prepared for anything kit.”
- Label the command center table and equip it with the “be prepared for anything kit.”
- Set up the registration table, including:
 - sign-in/registration sheets, including addresses and phone numbers
 - plenty of pens and pencils for participants
 - maps of exhibits and programs
 - “goody bags” for giveaways
 - assignment list for volunteers
- Set up the evaluation area, including forms for exhibitors and participants.
- Set up the food area.
- Make sure there are enough electrical cords, outlets, audiovisual equipment, etc.

Day of the Health Fair:

- Complete set up, as needed.
- Be ready one hour before opening.
- Direct and instruct volunteers.
- Collect registrations.
- Collect evaluation forms.
- Clean up.
- Estimate attendance.

Follow-up after the Health Fair:

- Send thank-you letters to exhibitors, volunteers, and donors.
- Check with health agencies doing screenings to make sure follow-up is done for all lab results.
- Tabulate evaluation results.
- Determine and document possible improvements for the next health fair.
- Report results to the Commissioners Court, exhibitors, media, etc., as appropriate.

Sample Thank-You Letter to Donors

Date

Donor's name

Address

City, State, Zip Code

Dear _____:

On behalf of Texas A&M AgriLife Extension Service (list any other planning partners here, too), I would like to thank you for your contribution to the _____ (specific name) Health Fair that was held on _____ (date) in _____ (city). Your donation provided _____ (t-shirts, giveaways, refreshments, etc.) to those who participated in the event. The health fair was planned and implemented in response to _____ (reason for target audience, e.g., obesity epidemic, rising diabetes, etc.), and we believe it was a great success, with over _____ (insert number) attendees.

(Example paragraph) Currently, the rate of overweight children is at an all-time high in the United States. During the last three decades, the number of children who have become overweight has doubled; the weight increases occur across all ages, races, and gender groups. Statewide, the Texas Medical Association reports that as many as one-fourth of Texas elementary school students are clinically overweight, and more are at risk for becoming overweight. It is well documented that overweight children become overweight adults, and overweight individuals are at risk for numerous diseases.

Once again, thank you for your support and for your willingness to make a difference in the lives of our children. Please be assured that you played an important part in addressing the growing problem of overweight children.

We appreciate your support of AgriLife Extension's programs in _____ County.

Sincerely,

Your Name

Texas A&M AgriLife Extension Service

_____ Family and Consumer Sciences County Agent

Enclosures: (Include newspaper articles, clippings, project report, etc.)

**Available to be customized as
a Microsoft Word document.**

Sample Thank-You Letter to Exhibitors

Date

Exhibitor's Name

Address

City, State, Zip Code

Dear _____:

On behalf of Texas A&M AgriLife Extension Service (list any other planning partners here, too), I would like to thank you for your contribution to the _____ (specific name) Health Fair that was held on _____ (date) in _____ (city). We appreciate your willingness to offer your information and services during the event. The health fair was planned and implemented in response to _____ (reason for target audience, e.g., obesity epidemic, rising diabetes, etc.), and we believe it was a great success, with over _____ (insert number) attendees.

(Example paragraph) Currently, the rate of overweight children is at an all-time high in the United States. During the last three decades, the number of children who have become overweight has doubled; the increases occur across all ages, races, and gender groups. Statewide, the Texas Medical Association reports that as many as one-fourth of Texas elementary school students are clinically overweight, and more are at risk for becoming overweight. It is well documented that overweight children become overweight adults, and overweight individuals are at risk for numerous diseases.

Once again, thank you for your support and for your willingness to make a difference in the lives of our children (target audience). Please be assured that you played an important part in addressing the growing problem of overweight children.

We appreciate your support of AgriLife Extension's programs in _____ County.

Sincerely,

Enclosures: (Include newspaper articles, clippings, project report, etc.)

**Available to be customized as
a Microsoft Word document.**

Sample Thank-You Letter to Volunteers

Date

Volunteer's Name

Address

City, State, Zip

Dear _____:

On behalf of Texas A&M AgriLife Extension Service (list any other planning partners here, too), I would like to thank you for volunteering your time and energy to the _____ (specific name) Health Fair that was held on _____ (date) in _____ (city). The health fair was planned and implemented in response to _____ (reason for target audience, e.g., obesity epidemic, rising diabetes, etc.), and we believe it was a great success, with over _____ (insert number) attendees. This could not have been accomplished without volunteers like you working to make it all happen.

(Example paragraph) Currently, the rate of overweight children is at an all-time high in the United States. During the last three decades, the number of children who have become overweight has doubled; the increases occur across all ages, races, and gender groups. Statewide, the Texas Medical Association reports that as many as one-fourth of Texas elementary school students are clinically overweight, and more are at risk for becoming overweight. It is well documented that overweight children become overweight adults, and overweight individuals are at risk for numerous diseases.

Once again, thank you for your efforts and for your willingness to make a difference in the lives of our children (target audience). Please be assured that you played an important part in addressing the growing problem of overweight children.

We appreciate your support of AgriLife Extension's programs in _____ County.

Sincerely,

**Available to be customized as
a Microsoft Word document.**

Sample Health Fair Reports & Interpretation Tools

Evaluation Report

The goal of *interpretation* is to show (or *interpret*) your accomplishments, particularly cost savings to your county, community, or business that have resulted from your health fair. The following document can help you tally and calculate these cost savings. For example, you can calculate the total cost savings of volunteers vs. paid workers (see the following *In-Kind Volunteer Donation Worksheet*). You can also calculate the cost savings of providing lower-cost or no-cost screenings, tests, or immunizations at your event. Giveaway items and educational materials (e.g., brochures, booklets, etc.) can also be calculated in cost savings, as can free one-on-one advice or education that might otherwise be presented in a for-cost class or clinical setting. You can distribute these documents to your exhibitors or volunteers to help you calculate the numbers of educational or clinical elements distributed. Completed scavenger hunt forms also provide a good source of evaluation data. This information will result in numbers and accomplishments available for legislators who have interest in your organization as well as information available for any reporting you may need. The information provided below is a sample evaluation report (extracted from a 2004 Neuces County, Texas, evaluation report) that you might use as a guide in preparing your own evaluation report.

Background/Overview

(Note: Whenever possible, use local data, statistics, and information to support this section of the evaluation. Local media may be helpful in identifying local experts, advocates, and researchers.)

Childhood overweight has reached epidemic proportions, and the number of overweight children is increasing on a daily basis. It is at an all-time high in the United States (Borra, 2003), with the number of overweight children doubling in the last three decades. These increases have occurred in both children and adolescents of all ages, races, and gender groups (Torgan, 2002).

The recent National Health and Nutrition Examination Survey (NHANES), which was published in the *Journal of the American Medical Association*, indicates that in addition to the 59 million (31 percent) adults age 20 and older who are considered obese, approximately 15 percent of children and teens ages 6-19 are overweight. This is an estimated 9 million of our children, which is an increase of 4 percent since 1994 (Centers for Disease Control, 2002c). Another 15 percent of children and teens ages 6-19 are considered at risk of becoming overweight (Centers for Disease Control, 2002a). Thus, about 30 percent of children and teens nationwide are either overweight or at risk of becoming overweight.

The Texas Medical Association reports that as many as ¼ of Texas elementary school students are clinically overweight (Texas Medical Association, 2003b). In 2002, the Corpus Christi-Nueces County Health District surveyed 9th and 10th graders and reported that 30 percent of boys and 20 percent of girls in Nueces County were considered obese compared to 15 percent of boys and 14 percent of girls in the 9th and 10th grades nationwide (*Corpus Christi Caller-Times* website, *caller.com*).

According to Dr. Stephen Ponder, a pediatric endocrinologist at Driscoll Children's Hospital in Corpus Christi, South Texas has one of the highest rates of type two diabetes in the nation, which is associated with the rise of childhood obesity (<http://www.caller2.com/2001/november/01/today/localnew/16398.html>).

Dr. William Klish, a professor at Baylor College of Medicine in Houston, suggests that a child who is overweight at age 12 has a 75 percent chance of being overweight as an adult. If obesity is prevented in childhood, then obesity may be prevented in adulthood. The Texas Commissioner of Health, Eduardo Sanchez, states that without changes, the state will see increasing rates of chronic diseases such as diabetes and heart disease and a growing burden on the health care system. He stated, "Obesity kills, and it is a threat to all of us" (www.mysanantonio.com).

Generating the Solution

Texas A&M AgriLife Extension Service partnered with Driscoll Children's Hospital and the Coastal Bend Health Education Center to plan and implement the first hands-on Children's Nutrition and Physical Activity Expo that targeted children and families. The Expo was held on March 27, 2004, in conjunction with the Nueces County Medical Society's Annual Health Fair. In addition, Texas A&M AgriLife Extension Service adopted seven principles that address childhood overweight. These principles serve as a guide in choosing interventions with the most likelihood for success. The promulgated guidelines are:

- Provide regular opportunities for parents and children to engage in physical activities, and help families develop healthy lifestyle changes that follow the recommended USDA MyPlate guidelines.
- Discourage "super-sizing" portions.
- Increase the intake of fruits and vegetables
- Limit sweetened beverages including soft drinks, sports drinks, imitation fruit juices, etc.
- Increase family meals together to improve nutrition, communication, and reinforce family ties.
- Encourage "engaged parenting" in which parents provide children with healthy food choices and opportunities for increased physical activity.
- Decrease sedentary activities, including "screen time," to two hours or less per day.

The Children's Nutrition and Physical Activity Expo was kicked off with a *Families in Motion Walk*. During the Expo, children and parents were engaged in a variety of hands-on nutrition and physical activities. Some of these hands-on activities included, but were not limited to:

- The YMCA gym provided child-sized exercise equipment, and children had the opportunity to learn about physical activity.
- The Robstown ISD CATCH (Coordinated Approach to Child Health) program demonstrated a variety of physical activities.
- The American Dietetic Association engaged participants in a game of Nutrition Jeopardy.
- The Texas A&M AgriLife Extension Service BLT (Better Living for Texans) program demonstrated the preparation of healthy Mexican foods.
- The Borden Milk Company encouraged the consumption of milk and provided milk samples.
- Driscoll Children's Hospital encouraged the consumption of fruits and vegetables.

- Texas A&M AgriLife Extension Service EFNEP (Expanded Food and Nutrition Education Program) informed participants about the amount of sugar in sodas, how to identify hidden fats, and portion sizing.
- Master Gardeners demonstrated how to grow a Salad-In-A-Pot.
- The American Cancer Society promoted the 5-a-Day concept by displaying the Phytochemical Person and taking pictures of children behind fruit and vegetable cutouts.

Program Objectives and Goals

- Increase families' activity levels, and improve their nutritional practices.
- Increase early detection of diabetes and hypertension, especially in higher-risk groups.
- Form community leadership teams interested in not only supporting this activity but in continued improvement of nutrition and physical activity levels in the community.

Outcomes/Evaluation

Participants were given a scavenger hunt form when they entered the Expo. They were asked to participate in 11 of the 81 hands-on nutrition and physical activities and to complete and redeem the scavenger hunt form for a water bottle or pedometer. Each time individuals participated in an activity, their forms were stamped at that exhibit/booth. The scavenger hunt also included a series of questions that are summarized in this report. 4-H volunteers assisted with disseminating and collecting the scavenger hunt forms. Through the efforts of our partners, collaborators, and 4-H leaders/volunteers, the Children's Nutrition and Physical Activity Expo was a great success. This event was publicized and promoted in the media, by posters and flyers in schools, and in other public places. Flyers were sent home from school with children, inviting their parents to participate. Dr. Juan Castro, Dr. Walker, Dr. Melissa Wilson, Talma Benavides, Dawn Bunting, Jane Haas, and Maria R. Gutierrez participated in radio shows and interviews to promote the Expo, and they invited parents to attend and participate in the Expo.

Partners, Collaborators, and Financial Supporters (*Listed in alphabetical order*)

American Cancer Society, American Diabetes Association, American Heart Association, City of Corpus Christi-Parks and Recreation, Coordinated Community Approach to Promote Wellness (CCAPWell), Corpus Christi Produce Company, Corpus Christi District Dietetic Association, Christus Spohn Health Systems, Diocese of Corpus Christi, DDM Construction, Driscoll Children's Hospital, Dr. Melissa Wilson-Endocrinologist, Educational Service Center-Region 2, Enterex Diabetic, Food Bank of Corpus Christi, 4-H, Gus Barrera, HEB, Hispanic Contractors Association, Mariachi Clasico, Latino Education Project, Master Gardeners, Nueces County Head Start, Nueces County Medical Society, Nueces County Commissioners, Nueces County School Districts, Port of Corpus Christi, Robstown Area Development Commission, Roger Soler's Sports, Senator Carlos F. Truan, Screened Images, Inc., Sleep and Seizure Centers, State and Local Officials, Spanish Radio Network, Texas A&M University System Health Science Center-Coastal Bend Health Education Center, Texas Department of Agricultural, Texas Department of Health, The Edwards Law Firm-LLP, U.S. Department of Health and Human Services-Office of Minority Health, U.S. Department of Health and Human Services-Office of the Regional Director, Valero Refining-Texas, LP, YMCA.

Scavenger Hunt Results

Total Number of Attendees	
Total Number of Presentations	
Total Number of Demonstrations	
Total Number of Exhibits/Exhibitors	
Total Number of Hand-on Nutrition and Physical Activities	

Demographic Data

Gender Percentages

Number of Females: ____% Number of Males: ____%

Ethnicity Percentages

American Indian/Alaska Native: ____% Asian: ____% Black/African American: ____%
 Hispanic/Latino: ____% White: ____% Multi-Cultural: ____% Other: ____%

Ages Percentages

0 to 5: ____% 6 to 10: ____% 11 to 15: ____% 16 to 20: ____%
 21 to 25: ____% 26 to 30: ____% 31 to 35: ____% 36 to 40: ____%
 41 to 45: ____% 46 to 50: ____% 51 to 55: ____% 56 to 60: ____%
 61 to 65: ____% 66 to 70: ____% 71 to 75: ____% 76 to 80: ____%

How did you hear about the Children's Nutrition and Physical Activity Expo?

Flyer/Poster	School	Family	Newspaper/Media	Friend	Other
____%	____%	____%	____%	____%	____% (Categorize list if possible.)

Did you participate in the Families in Motion Walk?

Yes	No	Reasons
____%	____%	(If applicable)

Open-ended Questions

In the open-ended responses, many participants indicated that they learned from the hands-on activities. They also wanted to identify and institute changes for their families to eat better and/or increase physical activity. The overall general comments and suggestions truly captured the outcome of this event and emphasized the importance of teaching families and youth through a series of hands-on activities. The comments strongly suggest that communities are ready to be engaged and look forward to new, fun, and exciting methods of learning.

Listed below are the top five areas that were identified for each open-ended question.

List one thing you learned (list top responses). See sample below.

- How much fat is in a brownie?

Brownies have more fat

Brownies have lots of fat

- How to read a label
Now know how to read labels
Read labels
- How much sugar is in sodas and other foods?
Chewing gum has 4 teaspoons of sugar
12 teaspoons of sugar in a cola
- How to prevent childhood obesity
How to prevent Acanthosis Nigricans
Markings around neck
- Exercise/walk to prevent diabetes
Eating right prevents diabetes
Walking prevents diabetes

Name one thing your family is going to do to be more physically active (list top responses).

Name one thing your family will do to eat better (list top responses).

General comments/suggestions (list top responses).

Sample Health Fair Reports & Interpretation Tools

Exhibitor's Information Tally Sheet

2010 Senior Citizen's Day Health Fair – Health Screens & Services*

Please return to _____ (health fair coordinator or county AgriLife Extension agent)

Name of organization: _____

Contact person: _____

Phone: _____

E-mail: _____

Service provided: _____

Number of volunteers involved: _____

Number of hours **each** volunteer participated at health fair: _____

Hourly rate per hour of volunteer time (Independent Sector, 2010, rate \$21.36/hour): _____

Health Screen Name	Number Administered	Cost per Screening

Health Advice Provided	Number of Conferences	Cost per Conference

Giveaway Items	Number of Items	Cost per Item

Educational Handouts	Number Distributed	Cost per Handout

Available to be customized as a Microsoft Word document.

*Thank you to Sue Church, County AgriLife Extension Agent, Family & Consumer Sciences, Texas A&M AgriLife Extension Service, for providing this example.

Sample Health Fair Reports & Interpretation Tools

In-Kind Volunteer Donation Worksheet

(You may use this worksheet to account for in-kind volunteered time, including planning time and for the event itself.)

Name of Event: _____

Name of Agency Sponsoring Event: _____

Event Date(s) (include month/dates/year): _____

Event Coordinator(s): _____

Total Number of Volunteers: _____

Total Number of Participants (adults and children): _____

Total Volunteer Work Time	Total Hours Worked for All Volunteers	Multiply the Total Hours Worked by \$21.36 (or the Most Current Designated Rate)
<p>Add together all volunteer work time/hours. Volunteer work time/hours could include travel time, but it does not have to include it.</p> <p>You may want to keep record of all planning and/or training time.</p> <p>Multiply volunteer work time by \$21.36/hr (the 2010 rate is most current at this writing). Rates change on a yearly basis, so check the following website for the most current rates:</p> <p>http://www.independentsector.org/volunteer_time?s=volunteer%20time</p>	<p>_____ hours</p>	<p>\$_____</p>

Total Volunteer Value for the Event

Note: you do not have to collect travel time to and from home and other places; however, if you do collect such data, it will give you a more accurate total of your in-kind contributions.

Total Volunteer Value for this Event (value in dollars) \$ _____

Available to be customized as a Microsoft Word document.

Scavenger Hunt

Scavenger hunts can be great motivational tools for those attending health fairs. They can help youth and adult participants alike to:

- seek out more booths and more information towards healthy behavior, and
- help keep the crowd moving in a staggered fashion so everyone does not crowd around the same booth at the same time.

Tips for Engaging Youth in the Scavenger Hunt

It can sometimes be difficult to organize school groups or other youth groups for participation in a health fair. Some of the biggest challenges are getting the youth to actively inquire about the booths and keeping all the youth from going booth-to-booth as a large group. A health fair scavenger hunt is a good way to overcome these challenges. Here's how it works.

- Assign 4-6 individuals to each group. If you have concerns about the youth sticking together or if you have younger children, be sure to have a sponsor or older participant to go with each group.
- Make a list of questions that can only be answered at specific booths. You may tell participants which booths they can find the answers at, or let participants find out for themselves. Place the same questions in a different order for each group. This staggered order should help you avoid groups gathering at one booth at the same time.
- Have a prize for the group that gets all the correct answers, has the best (most detailed) answers, or finishes the hunt first. Or, make this hunt a graded assignment.



Tips for Engaging Adults in the Scavenger Hunt

You will also want to keep adults motivated to look at many of the booths and inquire about resources that will help them towards more healthy behaviors. You could enter those who complete the hunt in a drawing for a prize, or give out coupons collected from area restaurants with healthy menus, gym membership discounts, or a free book (such as the *Healthwise Handbook*) for the first 15 participants who complete the hunt or for those with the most accurate or detailed answers, etc.

Create the Scavenger Hunt Form

The Scavenger Hunt form we've provided contains 10 blank fields so you can insert questions for your health fair participants. You may choose to use our suggested questions, modify our questions to fit your event's focus, or come up with your own questions.

The next two pages have suggested scavenger hunt questions that are divided into questions for youth participants, questions for adult participants, and questions for all participants. Answers to the questions follow in parentheses and should not be included on the scavenger hunt form. The scavenger hunt form follows the suggested questions.

Suggested Scavenger Hunt Questions for Youth Participants

What is the universally recognized symbol for poison? (Skull and cross bones)

What is a myocardial infarction? (Heart attack)

What is the correct method to contact emergency services? (Call 911)

Good _____ skills can help work out family problems. (Communication)

If you're in the sun, you should wear a _____. (Hat)

Wear a _____ every time you ride your bicycle. (Helmet)

What is Zoonosis? (The study of diseases communicable from lower animals to man under natural conditions, e.g., rabies, Lyme disease, etc.)

List three animals that can carry the rabies disease. (Squirrels, skunks, dogs)

Name one way to protect your family from fires in the home. (Install smoke detectors and check batteries monthly, or have at least two planned escape routes)

True or False? Bicyclists should always yield the right of way to vehicles and pedestrians — let them go first. (True)

How often should you brush and floss your teeth? (Brush two times per day and floss daily)

Suggested Scavenger Hunt Questions for Adult Participants

What blood pressure reading is considered in the "normal" range? (Less than 120/80 mm Hg)

True or False? The systolic blood pressure reading is the top number, which measures the pressure in the arteries when the heart beats (when the heart muscle contracts). (True)

What is blood glucose? (A type of sugar in your blood that comes from carbohydrate foods and is used by the body for energy)

Name two ways to manage diabetes. (Diet, exercise, medications, regularly check feet, regular checkups with doctor)

True or False? People with arthritis should not participate in any type of physical activity. (False)

True or False? Persons 65+ years old should choose to be physically active to gain or maintain fitness but should NOT do strength training activities. (False)

What are the signs of stroke? (Sudden numbness or weakness of the face, arm or leg, especially on one side of the body; sudden confusion, trouble speaking or understanding; sudden trouble seeing in one or both eyes; sudden trouble walking, dizziness, loss of balance or coordination; sudden, severe headache with no known cause)

True or False? Men and women usually have the same signs/symptoms of heart attack. (False)

True or False? Depression is believed to involve brain chemicals. (True)

When and how should you dispose of prescription medications in your cupboard? (When the expiration date has approached or passed; if the container is empty, use a permanent marker to mark out any personal information, medication name and prescription number and dispose of it; if there is still medication in the container, take it to your pharmacy to be disposed of or call your pharmacy for appropriate disposal)

Why should I take my child to the doctor when he/she does not appear sick? (To diagnose any medical problems that could exist before they become severe, or for immunizations)

Why should I take my child to the dentist when he/she does not appear to have a dental problem? (To diagnose any dental problems that could exist before they become severe)

Suggested Scavenger Hunt Questions for All Participants

Does it matter when you apply sunscreen? (Yes, it should be applied 30 minutes prior to sun exposure.)

What are two signs of severe depression? (Change in sleep pattern, appetite changes, or withdrawal from family and friends)

Hot water heaters should be set no higher than _____ °F to prevent scald burns. (120 °F)

How often should smoke detector batteries be checked to be sure they're working? (Monthly)

The correct method of controlling major bleeding is: (circle one)

- A. Lift injured area above heart level
- B. Apply a bandaid
- C. Apply direct pressure (Answer: C)

What are the long-term dangers of using inhalants? (Weight loss, fatigue, salt imbalance, permanent nerve damage)

Why is posture important? (Proper posture takes strain off of joints)

What is high blood pressure? (When the heart is straining to pump blood and creates pressure in the vessels)

Can high blood pressure be cured? (No)

What is diabetes? (A condition that interferes with the way the body uses food for energy)

What are two ways to control diabetes? (Diet, exercise, education, and medications)

Where are two places that you should always keep a first aid kit? (Home and automobile)

In which booth did you learn the best ideas?

The scavenger hunt questions we've provided here are available in a Microsoft Word document so you can copy and paste the questions into your scavenger hunt form.

The scavenger hunt form that follows is available as a Microsoft Word document and also as a forms-fillable PDF document.

scavenger



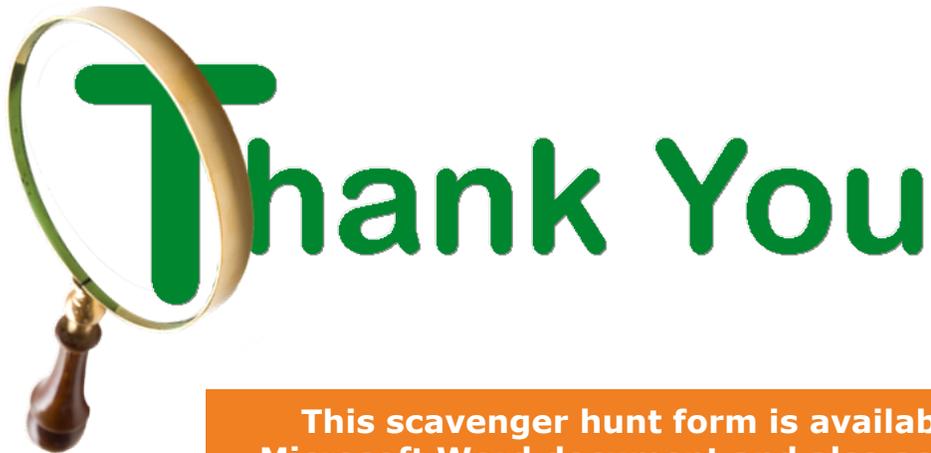
Name:

Phone:

Visit the booths listed below to find the answers to these questions.
Turn in the completed form to be entered into a drawing.

	Booth #

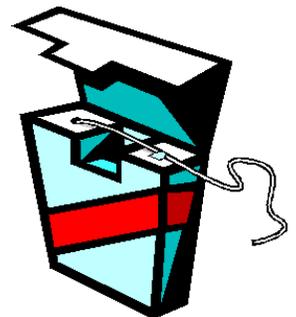
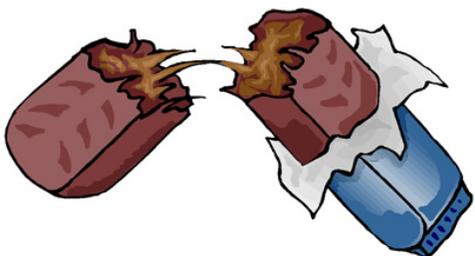
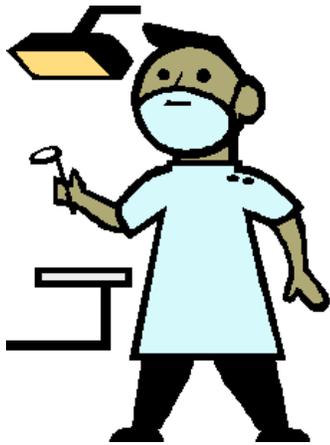
Booth #



This scavenger hunt form is available as a Microsoft Word document and also as a forms-fillable PDF document so you can insert questions, using our suggested questions or your own questions to fit the needs of your particular event.

Which of These Are Good for My Teeth?

Circle the items that are healthy for your teeth. Place an X over the items that are not healthy for your teeth.



Available as a
PDF document.

Sample Family Walk Registration Form



Improving Lives. Improving Texas.

Families in Motion! 1 Mile Health Awareness Walk Date

**It's
FREE!**

**This walk is held as a part of the
Nutrition & Physical Activity Fair!**

**Location
Street Address
City, State**



The first 500 students (18 and younger) who register the morning of the event will receive a **free** pedometer!

8:30 a.m. Registration at Exhibit Hall Entrance

9:15 a.m. Warm-up

9:30 a.m. Start Time

Route: (Give participants a short description of where the walk will take place. Provide street names or landmarks that are on the course.) Course will be marked. A water station will be provided at the end of the course, at the 1-mile mark.

Registration Form

(Children under the age of 18 must be accompanied by a parent or legal guardian to participate.)

Name: _____

___ Male

Street Address: _____

___ Female

City, State, Zip: _____

___ Preschool

Phone: _____

___ Student (K-12)

___ College Student

___ Adult

I wish to participate voluntarily in the Nutrition & Physical Activity Fair's Families in Motion 1-mile walk. I understand that I should have medical approval if I have any medical conditions or problems that might require special attention during exercise. I agree to accept full responsibility for any injuries I may sustain while participating in this event.

Participant's Signature (or signature of parent or legal guardian if a minor):

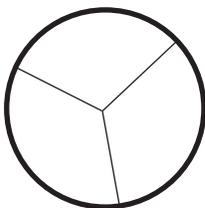
Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

Salad-in-a-Pot

Make instruction cards similar to the ones below to give to participants for the Salad-in-a-Pot activity. We've listed three types of vegetables that can grow together in a pot of this size. You may choose other vegetables based on what works best in your climate and what is available.

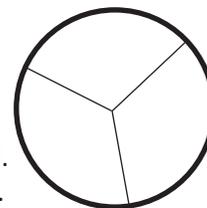
"Salad-in-a-Pot"

1. Get a 5-gallon bucket, and make four ½" holes in the bottom for drainage. Fill with soil.
2. Divide the pot into three equal parts (see diagram) for planting.
3. Divide lettuce, radish, and carrot seeds to plant in each part.
4. Sprinkle seeds on top of soil and cover with a small amount of soil. Water soil slowly and thoroughly.



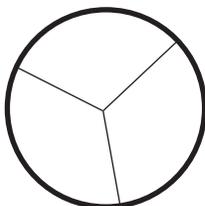
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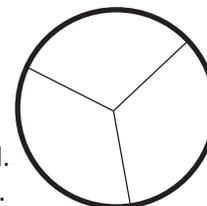
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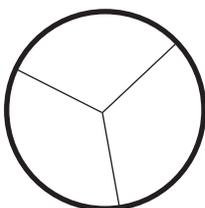
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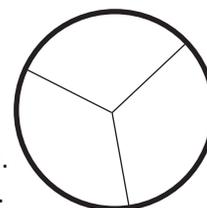
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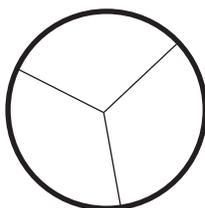
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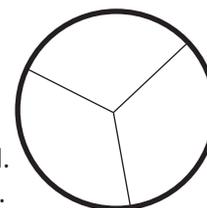
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"Salad-in-a-Pot"

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2. Divide the pot into three equal parts (see diagram) for planting.
3. Divide lettuce, radish, and carrot seeds to plant in each part.
4. Sprinkle seeds on top of soil and cover with a small amount of soil. Water soil slowly and thoroughly.



Available to be customized as a Microsoft Word document.

Health Resources: Descriptions of Organizations that Offer Resources for Your Health Fairs

Texas Resources

Texas Organization	Description
Texas A&M AgriLife Extension Service Family Development and Resource Management http://fcs.tamu.edu	Contact your county AgriLife Extension agent to secure health exhibits and displays as well as prevention presentations on topics including cancer prevention and early detection, physical activity, passenger safety, diabetes, indoor air quality, childhood overweight, emergency preparedness, nutrition, and other health topics.
Texas Beef Council http://www.txbeef.org/	Trade association that provides a variety of information on nutrition and consumer health.
Texas Cancer Information http://www.texasancer.info/	Texas Cancer Information provides on-line Texas cancer resource and statistical information. Resource information includes physicians, mammography facilities, hospitals, community services, and support groups. Cancer statistics include county cancer profiles, site-specific cancer data, and population. Offers information on access to cancer care for low-income and uninsured.
Texas Department of Aging and Disability Services http://www.dads.state.tx.us/	This department provides a wide array of services, which vary according to local needs and resources for older adults and others with disabilities.
Texas Department of Assistive and Rehabilitative Services (DARS) Services for the Blind and Visually Impaired http://www.dars.state.tx.us/dbs/index.shtml	State agency with primary responsibility of providing services to visually disabled persons. Services include counseling and guidance, rehabilitation training, vocational evaluations and training, reader services, and a variety of other services.
Texas Department of Assistive and Rehabilitative Services (DARS) Services for Persons Who Are Deaf or Hard of Hearing http://www.dars.state.tx.us/dhhs/index.shtml	DARS provides funds for interpreter services, communication access, services to older hearing impaired Texans, tests licensed sign language and oral interpreters, funds intern/mentor programs, offers interpreter outreach and training, offers projects to identify individuals with hearing loss, and a hard of hearing specialist program.
Texas Department of State Health Services http://www.dshs.state.tx.us/	State agency that provides a variety of public health services to promote health and prevent disease in Texas.
Texas Department of State Health Services Substance Abuse Services http://www.dshs.state.tx.us/sa/default.shtm	State agency that oversees programs and information related to substance abuse, including alcohol.

Texas Organization	Description
Texas Department of State Health Services Tobacco Prevention and Control http://www.dshs.state.tx.us/tobacco/	This agency offers technical assistance, trainings, and resources to community groups, healthcare providers, schools, and worksites in its efforts to reduce tobacco's toll on Texas. Supports free the Quit Line, 1.877.937.7848.
Texas Poison Center Network http://poisoncontrol.org	Center that serves the citizens of Texas; offers first emergency assistance to the public, and assists professionals in treating poisonings. Offers prevention educational materials and programs.

National Resources

National Organization	Description
American Association of Retired Persons (AARP) http://www.aarp.org/health/	State office of AARP that expands national AARP services by providing information, extending services for direct assistance, and local advocacy.
American Cancer Society (ACS) http://www.cancer.org/	ACS is the nationwide, community-based, voluntary health organization dedicated to eliminating cancer as a major health problem by preventing cancer through research, education, advocacy, and service.
American Diabetes Association (ADA) http://diabetes.org	ADA funds research and publishes results; serves as an advocate for diabetes funding; provides materials, education, and other services to people with diabetes and their families, health professionals, and the public.
American Heart Association (AHA) http://americanheart.org	AHA's mission is to reduce disability and death from cardiovascular diseases and stroke. AHA provides the public with a variety of risk assessment information, including materials on smoking, nutrition, fitness and high blood pressure, as well as heart-healthy recipes.
American Lung Association (ALA) http://lungusa.org	ALA is a non-profit, voluntary health organization dedicated to the prevention of lung disease and the promotion of lung health. It provides programs of education, community service, advocacy, and research.
American Red Cross http://www.redcross.org/	This organization provides education in the treatment of medical emergencies and assists people who have been involved or affected by disasters.
Arthritis Foundation http://www.arthritis.org/	This foundation provides brochures and other literature on a variety of arthritis-related diseases; offers seminars and speakers to school community groups; and offers support programs, exercise programs, and referrals.
Consumer Product Safety Commission Dallas Regional Office http://www.cpsc.gov	Federal government office concerned with product safety and consumer health.
Dairy Max http://www.dairymax.org/	Dairy Max is the USDA-qualified generic promotion program organized by dairy farmers. It provides nutrition information and marketing materials for schools and health professionals.

National Organization	Description
Food and Drug Administration (FDA) http://www.fda.gov/	Government agency that disseminates information regarding nutrition and food and drug safety.
Food and Nutrition Information Center Rural Information Center http://www.nal.usda.gov/fnic/	Library maintained by the Department of Agriculture that provides information on nutrition, food services, and food technology. Will do literature searches and provide information on grants for rural areas.
Human Resources and Services Administration http://www.bphc.hrsa.gov/	Provides information to support the delivery of health care to areas that have shortages of medical personnel and services.
Indoor Air Quality Information Clearinghouse http://www.epa.gov/iaq/	Specialists provide information, referrals, publications, and database searches on indoor air quality. Information includes pollutants and their sources, health effects, control methods, commercial building operations and maintenance, standards and guidelines, and federal and state legislation.
March of Dimes Birth Defects Foundation http://www.marchofdimes.com/	This organization provides information directed at improving the health of babies by preventing birth defects, premature birth, and infant mortality.
Mothers Against Drunk Driving (MADD) http://www.madd.org	MADD's mission is to stop drunk driving and to support victims of this violent crime.
National Cancer Institute (NCI) Cancer Information Services (CIS) (800) 4-CANCER or (800) 422-6237 http://www.cancer.gov/	CIS is a nationwide network of 19 regional field offices supported by NCI and provides accurate, up-to-date information on cancer to patients and their families, health care professionals, and the general public. CIS can provide specific information in English and Spanish about particular types of cancer, as well as information on how to obtain second opinions and the availability of clinical trials. Each CIS office has access to the NCI treatment database, PDQ, which offers callers the most current state-of-the-art treatment and clinical trial information.
National Center for Education in Maternal and Child Health http://www.ncemch.org/	Organization that provides general and technical assistance, develops professional educational and reference materials on issues relating to public policy and program development in maternal and child health.
National Center for Farmworker Health, Inc. http://www.ncfh.org	Program that provides farmworker families with health-related information and technical assistance.
National Center for Health Statistics http://www.cdc.gov/nchs/	This Center is the federal government's principal vital and health statistics agency. It provides reference, inquiry, and referral services; and produces a series of publications – some free of charge. Catalogs of electronic and printed products are available.
National Cholesterol Education Program NHLBI Information Center http://www.nhlbi.nih.gov/about/ncep/index.htm	The NHLBI program has developed recommendations, guidelines, and educational materials related to cholesterol.

National Organization	Description
National Council on Patient Information & Education http://www.talkaboutrx.org/	This Council provides information on programs, services, and materials that promote the safe use of medicines.
National Diabetes Education Program http://ndep.nih.gov	Provides resources for people with diabetes and those who work with them.
National Diabetes Information Clearinghouse (NDIC) http://diabetes.niddk.nih.gov	NDIC is an information and referral service of the National Institute of Diabetes and Digestive and Kidney Diseases, one of the National Institutes of Health. NDIC maintains a database of patient and professional education materials, from which literature searches are generated.
National Digestive Diseases Information Clearinghouse (NDDIC) http://digestive.niddk.nih.gov	NDDIC is an information and referral service of the National Institute of Digestive and Kidney Disease, one of the National Institutes of Health. It develops and distributes publications about digestive diseases, and provides referrals to digestive diseases organizations, including support groups. NDDIC maintains a database of patient and professional education materials, from which literature searches are generated.
National Dissemination Center for Children with Disabilities http://www.nichcy.org/	Information clearinghouse that provides information on disabilities and disability-related issues. Children and youth with disabilities are their special focus.
National Eye Institute http://www.nei.nih.gov/	The National Eye Institute, one of the National Institutes of Health, implements eye health education programs for the public and health professionals, including national campaigns and health education materials.
National Foundation for Infectious Diseases http://www.nfid.org/	Provides fact sheets on immunizations to prevent infectious diseases.
National Health Information Center http://www.health.gov/nhic/	Provides health information and referral to national organizations for health-related information.
National Heart, Lung and Blood Institute http://www.nhlbi.nih.gov/	Organization that provides national leadership for national programs and research related to the cause, prevention, and treatment of cardiovascular, pulmonary, and blood diseases including high blood pressure, cholesterol, peripheral artery disease, sleep apnea and COPD; disseminates numerous educational materials for the public and health professionals.
National Highway Traffic Safety Administration (NHTSA) http://www.nhtsa.dot.gov/	Agency provides brochures, flyers, statistical reports, videotapes, and other information about safety belts; car seats; pedestrian, bicycle and motorcycle safety; and drunk and impaired driving.
National Institute of Neurological Disorders & Stroke http://www.ninds.nih.gov/	Organization that disseminates information on the causes, prevention, diagnosis, and treatment of neurological disorders and stroke.

National Organization	Description
National Institute on Deafness and Other Communications Disorders http://www.nidcd.nih.gov/	Agency provides information for health professionals, patients, industry, and the public on deafness and other communication disorders.
National Institutes of Health (NIH) http://health.nih.gov/	Division of NIH that provides information on selected health topics.
National Multiple Sclerosis Society http://www.nmss.org/	Organization that provides services and education for persons affected by multiple sclerosis.
National Osteoporosis Foundation http://www.nof.org/	Non-profit organization that provides resource materials on osteoporosis for health care professionals and the public.
National Safety Council http://www.nsc.org/	This Council's mission is to educate individuals and groups to adopt safety, health, and environmental policies, practices, and procedures that prevent and mitigate human suffering and economic losses arising from preventable causes. Good source of prevention fact sheets.
National Stroke Association http://www.stroke.org/	Non-profit organization that serves as an advocate for stroke prevention, rehabilitation, research, and survivor support; offers a wide selection of materials including videotapes, audiotapes, journals, brochures, and booklets for continuing education, staff training, and the public.
Office of Minority Health http://www.omhrc.gov/	A national resource and referral service providing health-related information, resources, publications, and a database. Also call 1.800.444.6472; a bilingual staff is available to service Spanish-speaking callers.
President's Council on Physical Fitness and Sports http://www.fitness.gov/	Organization that offers Presidential fitness awards and pamphlets on exercise, school physical education, corporate fitness, and other fitness topics.
The Substance Abuse & Mental Health Services Administration (SAMHSA) http://www.samhsa.gov/	Government agency that provides education on alcohol, drug abuse, and mental health. Offers the latest information on alcohol, tobacco, and other drugs in a variety of formats, including printed material and videos.
Substance Abuse and Mental Health Services Administration, Homelessness Resource Center http://www.nrchmi.samhsa.gov/	Center that provides information and technical assistance concerning the needs of homeless people with substance abuse and mental health issues.
U.S. Department of Health and Human Services – Health Finder http://www.healthfinder.gov	Government website with tools and information to locate reliable online health resources.

