

Health Fair Planning Guide



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Health Fair Planning Guide

The **Health Fair Planning Guide** provides information for planning, implementing, and evaluating a health fair. It can assist educators in conducting a successful health fair. The possibilities for health fair activities are limitless. This guide provides suggestions; you may think of others. You may also find that many modifications will be necessary for your health fair. For example, you 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; selecting a date when that one location is available might be more important in that case. This guide will provide you with ideas that you and your committee members may change to meet your needs.

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 Extension educational health programs; and
- Establish 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 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 or if the health fair is going to be a small affair. The size and number of committees will vary depending on the expected number of participants.

Setting Up Committees and Duties

Chair or Co-Chairs

The educator may elect to be chair or may share the responsibilities with another person as 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 unique needs of community people;
- 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 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, considering:
 - Publicity and promotion costs;
 - Equipment and table, chair, audiovisual, etc., rentals;
 - 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 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.
- 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 committees 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 the 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.

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 their parents’ signed permission. Hands-on, activity-focused health fairs would benefit children more.

Screening for blood pressure, cholesterol, blood glucose, etc. may be planned if 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, results are accurate, and participants are properly informed about results and provided with follow-up suggestions. Provisions must be made for situations when someone’s blood pressure or blood sugar is found to be dangerously high during the health fair — where can that person go for immediate help?

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
- foot
- 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, mammogram van or transportation to the location for mammograms such as a local hospital for clinic.
- Plan for meeting universal precautions regarding drawing and handling blood, etc.
- Plan for delivery of results to the 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?).
- 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 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 confidentiality of participants regarding results.**
 - **Results only must be given to the individual participant and not to the employer at a worksite health fair or to an insurance company.**
 - No sign-up sheets identifying participants’ blood pressure, lab results, etc. should be used.
 - If height and weight are done, for example, it must be done 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 BMI and explain the meaning of results. To calculate BMI, go to the Centers for Disease Control and Prevention’s calculator at <http://www.cdc.gov/nccdphp/dnpa/bmi/>. Another option for adults might be helping them calculate their waist-to-hip ratio — see the Appendix).

Administrative Subcommittee

Depending on the size of the health fair, this committee might have to be broken into smaller committees. For example, the facilities committee might be in charge of finding an appropriate place, developing a floor plan and map, and decorating. Another committee might be needed to take care of food, while an additional committee might be in charge of procuring door prizes, entertainment, decorations, games, and incentives. Another committee 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: cooking and refrigeration.
- 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 to load and unload the bus?
- Is the location easy to find?
- Plan for security. Where can purses be kept safely during the fair? Crowd control? etc.
- 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 done by the clerical committee.

Procurement Subcommittee

The duties of the Procurement Subcommittee include:

- Planning for and obtaining incentives, giveaways, brochures, promotional items, bags to collect fair brochures and giveaways, and door prizes.
- Securing decorations and decorating the day of the fair.
- Planning for and obtaining 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
 - Stapler

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.
- Food safety.

Clerical/Staffing/Scheduling Subcommittee

- Provide necessary clerical support, including writing letters and invitations, and creating the following forms:
 - Sign-in or registration forms.
 - Evaluation forms for participants and exhibitors.
- 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. Having a break room for exhibitors is helpful.
- 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:

- Developing and disseminating posters, flyers, and mailings.
- Developing and disseminating 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 could have a slogan reading, “I’m Going to the Health Fair” or “See You at the _____ County Health Fair!”
- Involve 4-Hers by asking them to make and display posters; have a poster contest.
- Include health fair information in the county 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 is the estimated amount of money that can be saved by taking advantage of free screenings.**

Health Fair Time Table

- 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 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 booth and hours open to public)
 - location (include a map)
 - general guidelines
 - booth signs (provided by either committee or exhibitor)
 - remind exhibitors to bring special equipment, such as extension cords, three-prong adapters, etc.
 - ask exhibitors about space and electrical requirement
- 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 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 Extension exhibit.
- Step 11** Meeting with committee chairs one month before the Health Fair is scheduled to review progress towards implementation of plans.
- Step 12** Set up tables, equipment, refreshments, etc. the night before.
- Step 13** Troubleshooting, welcoming of participants, press, and special visitors.
- Step 14** Clean up, return borrowed equipment.
- Step 15** Tabulate evaluation results and submit newspaper articles.
- Step 16** Thank-you letters to all who assisted in the Health Fair.
- Step 17** Follow-up on referrals from screening, evaluation of Health Fair, and report accomplishments.

Activity Ideas for Health Fairs

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. Ask participant agencies to come prepared to provide a hands-on teaching activity in their booth. These booths should provide something to do that will teach as least one important point about their subject. Here are some activity-oriented, hands-on ideas for your health fair.

Plan a County Extension Booth

This booth can offer information on various Extension programs and provide sign-up sheets for Extension activities, such as letter series and workshops. This would be a good place to have participants to sign in and register for door prizes. Keep participants' names from these door prize registrations for your mailing lists, too. Other ideas include having a fact sheet noting Extension accomplishments in your county. Have a sheet noting upcoming programs you will be offering.

Booths, Exhibits and Demonstrations

The following are suggestions for hands-on booths you can put together or solicit others to provide during your health fair.

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

AARP (O)

Contact the AARP (American Association for Retired Persons) [<http://www.aarp.org/>] for information on older adult health as well as benefits available to seniors country-wide.

Arthritis Education (A, O)

Contact the Arthritis Foundation [<http://www.arthritis.org/>] for materials on arthritis and how to care for it.

Back Health (ALL)

Ask your 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 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>) has excellent back self-care information.

CPR and First Aid (ALL)

Ask your local EMS (Emergency Medical Services), EMT (Emergency Medical Technician), or paramedic to demonstrate CPR, first aid techniques, and give a tour of an ambulance.

Dental Care (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.

Disability Awareness (C, Y, T)

Have a booth with stations to help kids understand how people have to adapt when they become disabled or unable to perform daily tasks due to age-related ailments. Try having participants put cotton balls in their ears and then listen to instructions at each station throughout the booth. Stations could include putting plastic bags tightly over the hands and securing with rubber bands (e.g., arthritic hands), then have participants try to pick up objects; or put socks on their 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.

Hand-washing (C, Y, TP, AP, GP)

Have a demonstration booth on hand-washing. Put a small amount of glitter on participants' hands. Let one participant wash their 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). Or, put glitter in your hand, shake the hands of participants, and show them how the glitter was 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.)

The Soap and Detergent Association website at <http://www.sdahq.org> has many resources and activities to teach handwashing.

Glo Germ Company at <http://www.glogerm.com> produces 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.

Home Health Center (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. The *Healthwise Handbook*, an excellent self-care manual, may be ordered at <http://www.healthwise.org>. 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. Local retailers might wish to donate some *Healthwise Handbooks* and other home health items as door prizes.

Mental Health (T, A, O)

Consult the National Clearinghouse for Alcohol and Drug Information website at <http://ncadi.samhsa.gov> for handouts and activity ideas. Additional Texas specific information may be found at <http://www.dshs.state.tx.us/mentalhealth.shtm>. 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.

Nutrition and Physical Activity (ALL)

See the *Nutrition and Physical Activity Health Fair Planning Guide* at http://fcs.tamu.edu/health/nutrition_physical_activity_fair_planning_guide/index.php for activities and ideas.

Occupant Protection (ALL)

Have a booth with exhibits on passenger safety. These could include the following exhibits available from the Extension Passenger Safety office [http://fcs.tamu.edu/safety/passenger_safety/] at (979) 845-3850:

- Child Safety Seat (parents, grandparents, caregivers)
- Pick-Ups 'N Kids (parents, grandparents, caregivers)
- It's Your Choice (adults)
- Beat the Odds (teens)
- Safe & Sober (teens, adults)
- You Booze, You Cruise, You Lose (teens, adults)
- Speed Interactive Board (teens, adults)

Exhibits should be requested 2 to 3 months in advance.

You may also request the Roll Over Convincer to demonstrate what happens to adults and children when a vehicle rolls and seat belts are unattached or improperly fastened. This should be requested 4 to 6 months in advance.

Poisonous Snakes (ALL)

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.

Poison Prevention (ALL)

Have a booth to teach participants to beware of “look alikes.” 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 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 eye drops, nasal spray, and ear drops. See if participants can tell the difference. Contact your area Poison Control Center for displays and other information that may be available.

Skin Cancer Prevention (ALL)

Present the Skin Cancer Exhibit available in Spanish and English (available at district Extension offices, urban county Extension offices, and Extension Educational Resource Library). Talk about the importance of applying sunscreen, using appropriate SPF (sun protection factor), and wearing the right clothing outside.

Tobacco Use Prevention

View Tobacco Education Resources: <https://amarillo.tamu.edu/facultystaff/leesa-wood-calvi/tobacco-education-resources/>

Traffic Safety (ALL)

Have a booth with passenger safety exhibits. These exhibits could include the following, which are available from the Extension Passenger Safety office at (979) 862-4658 or (979) 862-1782. Or check the website at: <http://passengersafety.tamu.edu>.

Exhibits should be requested 2–3 months in advance. You may also request the Rollover Convincer to demonstrate what happens to adults and children when a vehicle rolls and seat belts are not used or improperly fastened. The rollover convincer should be requested 4–6 months in advance.

You may also contact your local Traffic Safety Specialist (Texas Department of Transportation) or Safety Education Trooper (Department of Public Safety) to provide more information.

Safety Belts and Child Safety Seats (ALL)

- Child Safety Seats (parents, grandparents, caregivers)
- Pick-Ups ‘N Kids (parents, grandparents, caregivers)
- Booster Seat Exhibit (parents, grandparents, caregivers)
- Pickup Truck Exhibit (teens, adults)
- Safety Belt Exhibit (teens, adults)
- Vince & Larry Costumes (children, teens, adults)
- Rollover Convincers (children, teens, adults)
- Traffic Safety Program Toolkit - on the web at:
http://fcs.tamu.edu/safety/passenger_safety/toolkit/index.php
- Resources for handouts at fairs

Have teens put on a “Vince and Larry” Passenger Safety Show. Costumes can be reserved from the Extension Passenger Safety office.

Drinking and Driving (T, A)

- You Booze, You Cruise, You Lose
- Fatal Vision Goggles

Contact MADD (Mothers Against Drunk Driving) for handouts and other resource information at (800) GET-MADD or on the web at <http://www.madd.org>.

Bicycle/Pedestrian Safety (C, Y, T)

- Bicycle Exhibit
- Bicycle and Pedestrian Safety handouts
- Bicycle Rodeo

Hold 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. Then 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

Older Drivers (O)

- Older Driver presentation on the web at:
http://fcs.tamu.edu/safety/passenger_safety/toolkit/older_drivers.php

Zoonosis Control (Y, T)

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.). Information can be found at <http://www.dshs.state.tx.us/idcu/health/zoonosis>. This site contains outdoor health and safety tips for hunters, campers, and hikers.

Short Programs and Activities

Bicycle Rodeo (C, Y, T)

Hold 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. Then have each participant ride through an (age-level appropriate) obstacle course. Have door prizes and giveaways for the best, safest riders. Requires approved bicycle helmets.

Cancer Prevention and Early Detection

Topics include skin cancer prevention and early detection, breast and cervical cancer early detection, and others.

Child Health (TP, AP, GP)

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

- How to care for a child with fever
- Preventing and treating colds and flu
- Dealing with bed-wetting
- Preventing ear infections and swimmer's ear

Fire Prevention and Safety (CY, 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.

Health Care/Self Care (A, O)

Present a program on self-care for families. Here are some ideas:

- How to select a doctor or clinic.
- How to participate in making decisions with your health care professional.
- Choosing the right kind of health care coverage (e.g., HMO, Preferred Provider, etc.).
- Cutting health care costs — being a wise consumer of medical care.
- Hand out *Family Health & Medical Record Booklet* (order from Texas A&M AgriLife Extension Service Bookstore, <http://agrilifebookstore.org/>, publication number B-1377) so participants can keep their family's personal health information such as immunizations, surgeries, allergies, etc. in one place.
- Knowing when self-care is the best choice by learning to use a self-care book like *Healthwise Handbook* or *Healthwise for Life*. Order the *Healthwise Handbook* (in Spanish or English) or *Healthwise for Life* (for people 50 years+) by calling (800) 706-9646. Provide a 40 minute workshop on how to use the book. Workshop packet was provided in the August 1998 Institute. Call Carol Rice, Ph.D., R.N. at (979) 845-3850, e-mail ca-rice@tamu.edu, for a copy of the workshop if you do not already have one.

The *Healthwise Handbook*, an excellent self-care manual, may be ordered at <http://www.healthwise.org>. 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.

Heart Disease and Stroke Prevention and Early Detection of Heart Attack and Stroke (C, Y, T)

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, etc. The American Heart Association (<http://www.americanheart.org/>) has handouts and other program materials that are downloadable on a variety of topics, including recognizing early symptoms of heart attack and stroke.

Occupant Protection (C, Y, T)

Have your 4-Hers put on a “Vince and Larry” or “Elvis” Passenger Safety Show. Costumes and accompanying cassettes can be ordered from the Extension Passenger Safety office [http://fcs.tamu.edu/safety/passenger_safety/] at (979) 845-3850. Cassettes are set up so your kids can pantomime the words and songs.

Physical Activity (ALL)

Have a local aerobics, fitness, or karate expert provide a free, participatory activity, such as beginning step aerobics, or the advantages of strength training, etc. Try contacting your local YMCA for this and other related programs.

Ask an exercise physiologist, sports trainer, podiatrist, or physical therapist to speak on how to buy appropriate walking shoes or exercise equipment, what sports drinks are best or how to make your own sports drinks, learning to find your target heart rate, safely exercising in heat and cold extremes, or how to start a walking club.

Prenatal Care (TP, AP)

Ask a local registered and licensed dietitian to speak about prenatal nutrition. Go to <http://marchofdimes.com> for excellent handouts and topic ideas. Nurse practitioners, midwives, and other health care providers can be excellent speakers on a variety of topics.

Women’s Health (A, O)

Contact a local health provider to present a program preventing osteoporosis, early detection of breast and cervical cancer, controlling menopausal symptoms, etc.

Stress Management (A, Y*, T*, O*)

Try the Ping Pong Ball Balance Activity (adapted from Practical Parent Educators Curriculum). For this activity, you will need a 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.

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 with no resolution. 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 and read the labels. Ask for suggestions on how to manage or prevent such stressors. Provide a handout with some suggestions (see August 1997 HealthHints newsletter for ideas

[[http://fcs.tamu.edu/health/Health Education Rural Outreach/Health Hints/1997/August/Stress.php](http://fcs.tamu.edu/health/Health_Education_Rural_Outreach/Health_Hints/1997/August/Stress.php)]).

*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 (ALL)

Try these activities with health fair participants:

Grasping for Air

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

Materials: one wrapped straw for each participant.

Participation: Give each participant a straw, and ask them 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 the mouth.

Another version of this is to have participants run in place for one minute. Then place 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.

You could also have 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.

Smoke in the Air

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.

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 (be sure to have a smoker do this ahead of time).

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, even family pets are affected).

Jar of Tar

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: This is 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. Tars also cause 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 tract. Mucus collects, and the smoker has to cough to get the mucus out. This is what causes the smokers' cough. As shown in the Smokey Room demonstration above, tars get into the air, and people around the smoker breathe them too.

Put It Outside

In Texas, call Carol Rice, at 979-845-3850, or e-mail her at crice@ag.tamu.edu to find a variety of resources on this topic. The goal of these materials is to help parents of young children realize the dangers and consequences of exposing children to secondhand smoke including the increased risk for allergies, asthma, upper respiratory and ear infections. See <http://putitoutside.tamu.edu/index.php> for excellent resources on this topic.

Scavenger Hunt

Often it can 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 good way to overcome these challenges is to have a health fair scavenger hunt. Here's how it works:

- Assign participants to groups of 4 to 6 individuals. 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 the participants which booths they can find the answers at, or let participants find out for themselves. Put 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 who gets all the correct answers, has the best (most detailed) answers, or finishes the hunt first. Or, make this hunt a graded assignment.

Scavenger Hunt Questions

Of course, not all health fairs will have the same booths, exhibits, and demonstrations, but here are some sample questions you might ask on your Scavenger Hunt Questionnaire.

- What is the universally recognized symbol for poison? (Skull and cross bones)
- 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)
- What is a myocardial infarction? (Heart attack)
- Hot water heaters should be set no higher than _____ °F to prevent scald burns. (120)
- How often should smoke detector batteries be checked to be sure they're working? (Monthly)
- 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)
- The correct method of controlling major bleeding is: (circle one)
 - a. Lift injured area above heart level
 - b. Apply a band-aid
 - c. Apply direct pressure (Answer: C)
- 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)
- 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)

- How much counts as one serving from the meat, fish, and poultry group? (2 to 3 oz., about the size of a deck of cards)
- 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 some ways to control diabetes? (Diet, exercise, education, and medications)
- In which booth did you learn the best ideas?

Evaluating the Health Fair

At least two types of evaluation forms should be developed — one for participants and another for the exhibitors.

Exhibitor Evaluations

Exhibitor evaluations can be handed out near the end of the health fair. Ask them to deposit the completed forms in a box as they leave. Have participant and exhibitor evaluation forms printed on two different colors of paper so they will be easy to separate.

Other options include interviewing exhibitors as they leave, mailing a survey, or calling them a few days later.

An evaluation form for exhibitors is included in the appendix; modify as necessary.

Participant Evaluations

Participant evaluations can be handed out as they register or sign in. The completed forms can be placed in a box as they leave. Another option is to have tables at the doors where people are most likely to exit; hand out the forms there, and ask people to complete them before leaving. Or, have volunteers interview people as they are leaving.

To encourage completion, a prize might be awarded to a person who provides their name and phone number on their completed evaluation form. The place for the participant's name and phone could be at the bottom of the form so it could be cut off and placed in a box for the drawing.

Another option is to mail evaluation forms or call a sample of registrants after the health fair — be sure you have collected addresses and phone numbers as people sign in. Mailing evaluation forms is not likely to have a good return — expect about 10 to 20 percent at best. Volunteers could help with this. The sample evaluation form included in the appendix can be modified for local county situations or shortened for telephone interviews.

Appendix

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, activities.
- Prepare a budget.

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 Extension exhibit.

3 Months before the Health Fair

- Order educational and promotional materials from American Heart Association, etc.
- Plan and begin securing prizes, decorations, goodie bags, giveaways, films, etc.
- Secure cash box; plan for change needs at the fair.
- Reserve handtrucks, 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 line up 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 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 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 booth, exhibits, and classroom locations.
 - Make booth signs.
 - Make map for exhibitors and participants.
 - Make the program, acknowledging exhibitors, volunteers, donors, etc.
 - Make a list of items still needed 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
 - Posterboard
 - Paper
 - Batteries
 - Emergency kit with first aid supplies
 - Trash bags
 - Paper towels
 - Kleenex
 - Camera and film 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, safely store, etc.
- Make 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 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:

- Set up as needed.
- Be ready one hour before opening.
- Direct and instruct volunteers.
- Collect registrations.
- Collect evaluations.
- Clean up.
- Estimate attendance.

Follow-up after the Health Fair:

- Send thank you letters to exhibitors, volunteers, etc.
- 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 next time.
- Report results to the Commissioners Court, exhibitors, media, etc., as appropriate.

Health Resource Organizations for Health Fairs

Texas Resources

<p>Texas A&M AgriLife Extension Service Family and Community Health</p> <p>https://fch.tamu.edu</p>	<p>Contact your county 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.</p>
<p>Texas Poison Center Network</p> <p>http://poisoncontrol.org</p>	<p>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.</p>
<p>Texas Beef Council</p> <p>http://www.txbeef.org/</p>	<p>Trade association that provides a variety of information on nutrition and consumer health.</p>
<p>Texas Cancer Information</p> <p>http://www.texasancer.info/</p>	<p>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 includes county cancer profiles, site-specific cancer data, and population. Offers information on access to cancer care for low-income and uninsured.</p>
<p>Texas Department of State Health Services Substance Abuse Services</p> <p>http://www.dshs.state.tx.us/sa/</p>	<p>State agency that oversees programs and information related to substance abuse including alcohol.</p>
<p>Texas Department of Assistive and Rehabilitative Services (DARS) Services for the Blind and Visually Impaired</p> <p>http://www.dars.state.tx.us/dbs/index.shtml</p>	<p>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.</p>

Texas Resources

<p>Texas Department of Assistive and Rehabilitative Services (DARS) Services for Persons Who Are Deaf or Hard of Hearing</p> <p>http://www.dars.state.tx.us/dhhs/index.shtml</p>	<p>DARS provides funds for interpreter services, communication access, services to older hearing impaired Texans, tests and licenses sign language and oral interpreters, funds intern/mentor programs, interpreter outreach and training, various projects to identify individuals with hearing loss, and hard of hearing specialist program, information and referral, and a tuition waiver certification of deafness.</p>
<p>Texas Department of Aging and Disability Services</p> <p>http://www.dads.state.tx.us/</p>	<p>The department provides a wide array of services, which vary according to local needs and resources for older adults and others with disabilities.</p>
<p>Texas Department of State Health Services Tobacco Prevention and Control</p> <p>http://www.dshs.state.tx.us/tobacco/ http://yesquit.com</p>	<p>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 Quit Line 1-877-937-7848.</p>
<p>Texas Department of State Health Services</p> <p>http://www.dshs.state.tx.us/</p>	<p>State agency that provides a variety of public health services to promote health and prevent disease in Texas</p>

Health Resource Organizations for Health Fairs

National Resources

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 http://www.cancer.org/	The American Cancer Society 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 http://diabetes.org	Association that funds research and publishes results; services as 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 http://americanheart.org	The mission of the American Heart Association is to reduce disability and death from cardiovascular diseases and stroke. The association 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 http://lungusa.org	The American Lung Association is a non-profit, voluntary health organization dedicated to the conquest of lung disease and the promotion of lung health. The Association provides programs of education, community service, advocacy, and research.
American Red Cross http://www.redcross.org/	Organization that 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/	Foundation that provides brochures and other literature on a variety of arthritis-related diseases; offers seminars and speakers to school community groups; offers support programs, exercise programs, and referrals.

National Resources

Organization	Description
<p>Consumer Product Safety Commission Dallas Regional Office</p> <p>http://www.cpsc.gov</p>	<p>Federal government office concerned with product safety and consumer health.</p>
<p>Dairy Max</p> <p>http://www.dairymax.org/</p>	<p>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.</p>
<p>Food and Drug Administration</p> <p>http://www.fda.gov/</p>	<p>Government agency that disseminates information regarding nutrition and food and drug safety.</p>
<p>Food and Nutrition Information Center Rural Information Center</p> <p>http://www.nal.usda.gov/fnic/</p>	<p>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.</p>
<p>Indoor Air Quality Information Clearinghouse</p> <p>http://www.epa.gov/iaq/</p>	<p>Specialists provide information, referrals, publications, and database searches on indoor air quality. Information includes pollutants and sources, health effects, control methods, commercial building operations and maintenance, standards and guidelines, and federal and state legislation.</p>
<p>March of Dimes Birth Defects Foundation</p> <p>http://www.marchofdimes.com/</p>	<p>This organization provides information directed at improving the health of babies by preventing birth defects, premature birth and infant mortality.</p>
<p>Mothers Against Drunk Driving (MADD)</p> <p>http://www.madd.org</p>	<p>The mission of Mothers Against Drunk Driving is to stop drunk driving and to support victims of this violent crime.</p>
<p>National Center for Farmworker Health, Inc.</p> <p>http://www.ncfh.org</p>	<p>Program that provides farmworker families with health-related information and technical assistance.</p>
<p>National Multiple Sclerosis Society</p> <p>http://www.nmss.org/</p>	<p>Organization that provides services and education for persons affected by multiple sclerosis.</p>

National Resources

Organization	Description
<p>National Cancer Institute (NCI) Cancer Information Services (CIS)</p> <p>(800) 4-CANCER or (800) 422-6237</p> <p>http://www.cancer.gov/</p>	<p>The Cancer Information Services (CIS) is a nationwide network of 19 regional field offices supported by the National Cancer Institute (NCI) that provides accurate, up-to-date information on cancer to patients and their families, health care professionals, and the general public. The 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.</p>
<p>National Center for Education in Maternal and Child Health</p> <p>http://www.ncemch.org/</p>	<p>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.</p>
<p>National Center for Health Statistics</p> <p>http://www.cdc.gov/nchs/</p>	<p>The Center is the federal government's principal vital and health statistics agency. Provides reference, inquiry, and referral services. Produces series of publications—some free of charge. Catalogs of electronic and printed products are available.</p>
<p>National Cholesterol Education Program NHLBI Information Center</p> <p>http://www.nhlbi.nih.gov/about/ncep/index.htm</p>	<p>NHLBI program that has developed recommendations, guidelines, and educational materials related to cholesterol.</p>
<p>National Clearinghouse for Alcohol and Drug Information (NCADI)</p> <p>http://ncadi.samhsa.gov</p>	<p>Organization that provides the latest information on alcohol, tobacco, and other drugs in a variety of formats, including printed material and videos.</p>
<p>National Clearinghouse for Primary Health Care Information</p> <p>http://www.bphc.hrsa.gov/</p>	<p>Clearinghouse that provides information to support the delivery of health care to areas that have shortages of medical personnel and services.</p>
<p>National Foundation for Infectious Diseases</p> <p>http://www.nfid.org/</p>	<p>Provides fact sheets on immunizations to prevent infectious diseases.</p>

National Resources

Organization	Description
National Council on Patient Information & Education http://www.talkaboutrx.org/	Council provides information on programs, services, and materials that promote the safe use of medicines.
National Diabetes Education Program http://ndep.nih.gov	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. The 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	The National Digestive Disease Information Clearinghouse (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. The NDDIC maintains a database of patient and professional education materials, from which literature searches are generated.
National Eye Education Program http://www.nei.nih.gov/	The National Eye Institute (NIH); implements eye health education programs for the public and health professionals, including national campaigns and health education materials.
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 Resources

Organization	Description
National Information Center for Children and Youth with Disabilities (NICHCY) http://www.nichcy.org/	NICHCY is an information clearinghouse that provides information on disabilities and disability-related issues. Children and youth with disabilities are their special focus.
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 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 Osteoporosis Foundation http://www.nof.org/	Non-profit organization that provides resource materials on osteoporosis for health care professionals and the public.
Homelessness Resource Center – Substance Abuse and Mental Health Services Administration 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.
National Safety Council http://www.nsc.org/	Mission is to educate 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.
National Health Information Center http://www.health.gov/nhic/ http://www.healthfinder.gov	Provides health information and referral to national organizations for health-related information.

National Resources

Organization	Description
Office of Minority Health http://www.omhrc.gov/	A national resource and referral service providing health-related information, resources, publications, and a database. Open Monday through Friday, 9:00 a.m. - 5:00 p.m.; a bilingual staff is available to service Spanish speaking calls.
Planned Parenthood http://www.plannedparenthood.org/	Non-profit organization that provides family planning, reproductive health care; provides educational programs and materials; maintains resource library; provides professional staff training on sexuality education.
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.



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 you actually talked with. _____

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

Thank you for your participation.

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

Evaluation of the Health Fair

Your name _____ Date _____

Your organization or school _____

Thank you for participating in the Health Fair. In order 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 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 before.
- I found that someone in my family had a health problem we did not know about before.
- I learned about one or more health agencies and their services that I did not know about before.

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 Felt badly recently
 My school came My family came I was at the fair
 Other _____

6. How did you hear about the Health Fair?

TV (specify station) _____ Radio (specify station) _____
Newspaper (which one?) _____ Poster (specify where) _____
Word of mouth _____ Do not remember _____

Other _____

7. Screenings, etc., I had today:

Blood Pressure	_____	Flu Shots	_____
Blood Sugar	_____	Healthy Heart Evaluation	_____
Cholesterol	_____	Helicopter Tour	_____
Diabetes Education	_____	Hearing Screening	_____
Donated Blood	_____	Mammogram	_____
Donated Eye Glasses	_____	PSA Testing	_____
EMS Ambulance Tour	_____	Skin/Mole Screening	_____
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!

WAIST-TO-HIP RATIO

is

Waist Measurement

Hip Measurement

**For Women: If the waist-to-hip ratio is .85 or higher,
lose weight.**

**For example: Your waist measures 36 inches.
Your hips measure 40 inches.**

Waist-to-Hip Ratio is $36 \div 40 = .90$

.90 is higher than .85 — You should lose some weight.

**For Men: If the waist-to-hip ratio is 1.0 or higher,
lose weight.**

**For Example: Your waist measures 40 inches.
Your hips measure 38 inches.**

Waist-to-Hip Ratio is $40 \div 38 = 1.05$

1.05 is higher than 1.0 — You should lose some weight.

Health Observances

Go to this website for up-to-date information on health observances for each month:
<http://www.healthfinder.gov/nho/>