

HE 340 Health Fair Checklist

Rating Scale Used to Guide a Grade Decision:

Target (3), Acceptable (2), Unacceptable (1)

Corresponds to most often demonstrates, sometimes demonstrates, rarely demonstrates

Planning

- _____ List potential topics
- _____ List potential agencies
- _____ Make one agency phone call
- _____ Make one donation solicitation phone call
- _____ Meet with class partner to develop table on assigned topic
- _____ Writes appropriate and measurable learner objectives
- _____ Help develop mixed-methods evaluation form
- _____ Help develop targets and standards for evaluation

Implementation

- _____ Show up early for set-up (at 4:30)
- _____ Help set up tables, skirts, etc. as needed
- _____ Set up your table on assigned topic
- _____ Spend 10-15 minutes handing out and collecting evaluation forms
- _____ Assist other classmates and community agencies by staffing their table for a few minutes as necessary
- _____ Stay for entire health fair (5-7 pm)
- _____ Be personable and knowledgeable about your assigned topic
- _____ Have 2-3 handouts on your topic at your table
- _____ Include at least 1 interactive activity at your table (such as a behavioral inventory, quiz, game, model, demonstration items, etc.)
- _____ Visit all tables
- _____ Assist, as needed, with raffles or prize give-aways
- _____ Help break down tables after the fair ends (probably until 7:30)
- _____ Wear professional attire
- _____ Have fun!

Evaluation

- _____ Participate in content analysis of evaluation form
- _____ Participate in quantitative analysis of evaluation form
- _____ Identify limitations to and biases of the evaluation
- _____ Organize evaluation data in charts and tables
- _____ Recommend changes to health fair and evaluation form based on evaluation results

Final Grade: