

Doing Events Better

A health promotion toolkit
for community events



Acknowledgements

This resource was developed by Kym McClymont, Senior Community Nutritionist of the Nutrition Promotion Unit, Metro South Health Service District with the assistance of Queensland University of Technology Nutrition and Dietetics students.

It provides generic information about the processes and actions required for the planning, facilitation and evaluation of health promotion stalls at community events for the mainstream adult population.

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Nutrition Promotion Unit
Metro South Health Service District

Aim of this toolkit

This toolkit aims to provide practical and helpful resources to assist in planning, facilitating and evaluating health promotion stalls at community events. The kit is for any health professional involved with health promotion stalls and provides evidence based strategies to effectively engage with communities at events.





The planning, facilitation and evaluation of health promotion stalls at community events can be time consuming. This kit contains a number of different resources to streamline the entire process, with the overall outcome to be the efficient and effective delivery of a health promotion stall.

The toolkit provides positive strategies to engage and attract individuals to stalls. So that health professionals have an opportunity to encourage and motivate consumers to make healthy lifestyle choices, this toolkit provides information on hands-on activities, appropriate signage and colours, stall layout and overall presentation and consumer behaviour marketing techniques.

In the final section of the toolkit, there are additional resources and specific examples relating to nutrition promotion at community events.



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‘Should we attend?’

Assessment of whether
to attend the event





Whether to invest in a stall at a community event: A tool to inform your decision

Deciding whether to invest your limited time and resources into running a stall can be a difficult choice. This tool will assist you to collect the information you need to make this decision. If you choose to participate, the tool will also help to develop your rationale and identify your primary goals for participation. This will allow you to effectively plan what you are going to do and to evaluate the success of your participation. Please refer to the link at the end of [page 5](#) for a writeable version of this tool.

Step 1. Finding out about the event

Event name: _____

Date: _____

Event organiser: _____

Ph: _____

Location: _____

Duration (including set up and pack up times): _____

Expected numbers for this event: _____

Past numbers of attendees (if known): _____

What is the main theme of the event? (e.g. promote healthy lifestyles)

Who are the event promoters targeting to attend? (Key target audience, e.g. breastfeeding mothers)

Who else is likely to attend? (Are there any CALD, low SES or Aboriginal and Torres Strait Islander communities in the area?)

Cost of a stall/booth: _____

What is included within the cost of a booth?

☐ table

☐ shade

☐ chairs

☐ lighting (if at night)

☐ access to power

☐ access to water

☐ other: _____



What services are available at an additional cost (and how much)

☐ table: \$_____ ☐ shade: \$_____ ☐ chairs: \$_____

☐ lighting (if at night): \$_____ ☐ power: \$_____ ☐ other: _____

What other organisations are participating that would support your purpose of attending? (attach list)

What other organisations have participated in previous years? (attach list)

If you, or someone you know, were stall holders previously, what was your/their experience of the event in terms of the number of participants, the general organisation of the event, communication, etc?

Are you able to assist in a promotional campaign (e.g. branding on website/flyers, etc.)?

Your assessment of the overall event (considering your responses to the questions above):

Is the event likely to be successful, well organised and affordable for your organisation?

☐ Yes ☐ No ☐ Undecided

If you answered 'No' above, do not attend. Provide your manager with your rationale if required. If undecided, find out more by continuing to Step 2.

Step 2: Your rationale for participating (or not)

There are three main reasons that may justify the investment of organising a stall at a community event. It is important to identify your key goals and objectives and assess the likelihood of them being achieved.

PART A: Potential to influence health beliefs, attitudes, skills or behaviours of attendees of event			
Question	Yes	No	Don't Know
1. Will your stall fit into the overall theme of the event?			
2. Are there other stalls that will compromise your key messages, e.g. is your healthy eating stall likely to be co-located with fast food stalls or a pie eating competition?			
3. Are there other stalls that will complement your key messages?			
If yes, is it possible to be co-located? Which stalls?			
4. Do the event's organisers and sponsors provide messages that are consistent with the messages you would like to convey?			
5. Do you have access to the amenities you may need to carry out your stall's activities, e.g. space, power, water?			
Part A assessment. Considering your answers overall, is this event likely to provide you with a good opportunity to convey your health promotion message to your target group?			



Part B: The development or maintenance of relationships or partnerships with other stall holders or event organisers

Note: If this is the main reason for participation, you will need to think about how you set up your stall (e.g. consider a static display) and what your performance indicators will be (e.g. outcomes of conversations with other stall holders.)

Question	Yes	No	Don't Know
1. Is this event likely to provide you with an opportunity to develop or maintain key partnerships with your community work that you couldn't achieve through other avenues?			
If YES and known, please list which organisations:			

Part C: Political reasons

Note: If political reasons are the sole drivers for participation, you may want to take extra care in evaluating and reporting on the outcomes of participation so that an informed decision can be made around involvement in future years.

Question	Yes	No	Don't Know
1. Is involvement in the event not negotiable (i.e. the decision has already been made by management)?			
2. Are you expected to be involved to support other staff within your team or organisation?			

Step 3: Your decision to attend

If you have answered YES to the overall Part A assessment OR to any questions in Parts B or C, you have a sound rationale for participation. However, this may not be the best event to attend; therefore it is important to assess the opportunity costs of participation, which will help you determine this.

In terms of investment, is there another more effective activity/event that you should be supporting instead? ☐ Yes ☐ No

If YES, what is it and why is it better? Also, how you are going to achieve the same outcomes through different activities?

If no, go ahead!

You have a good rationale for participating in this event.



Note: If the event is on a weekend, now is the time to check with your manager about accruing some time off in lieu (TOIL) or another arrangement.

Now that you have decided to proceed, it is important to consider your preliminary goals for attending the event.



Your goals for participation

Determining the goals for participation will be important in planning for your stall, e.g. if developing partnerships is the key goal, you will need to develop activities and evaluate your participation in relation to this. For example, you may choose to have a static display that allows you to visit other stalls and evaluate participation in terms of the number of key organisations contacted and the outcomes of your conversations with them.

Looking at your rationale for participation (Step 2), list your preliminary goal/s in order of their importance.

Goals

1. _____


2. _____

3. _____

Now proceed to *Starting to plan your health promotion stall* on [page 8](#) of this toolkit to commence planning for your event.

‘Getting started’

Planning your stall

A man with short dark hair, wearing a black shirt, is looking upwards and to the right with a thoughtful expression, his hand resting on his chin. Above his head is a large white thought bubble with a dark blue border. Inside the bubble, the text "Events ... Where do I begin?" is written in dark blue. Two smaller white circles with dark blue borders lead from the bubble to the man's head.

“Events ...
Where do
I begin?”



Planning your stall: An overview

The two key elements of a good event are a clear understanding of what you want to want to achieve and careful planning.

This section includes a series of assessment sheets, templates and information to guide you. These are explained below.



ITEM	DESCRIPTION
Whether to invest in a stall at a community event	Whether to invest your time and other resources into a stall at a community event can be a difficult decision. This assessment sheet guides you through this decision and seeks to establish your goals if you choose to be involved.
Starting to plan your health promotion stall	This tool simplifies the process of planning a stall at an event through identifying the key steps and processes required in the planning process.
Checklists and procedures	This extensive checklist itemises the things you may need to do over time, starting more than a month before and finishing on the day before the event.
Setting up a static display	Sometimes we only have the time and resources to have a static display. This fact sheet discusses the value and gives practical tips for setting up a static display.
Consumer behaviour	This fact sheet provides you with information on human behaviour in relation to events and the best ways to attract people to your stall.
Project plan example	Understanding the goals, objectives, strategies for your involvement in an event is important. Incorporating evaluation strategies during the planning phase is also best practice. This document provides an example of a project plan for your event that can assist you in filling out the Project Plan Template provided below.
Project plan template	This template assists in the development of your project plan.
Risk management example	There are many risks in having a stall at a community event. These must be assessed and managed. This document provides an example of a risk assessment plan.
Risk management template	This template assists you in identifying the risks and developing strategies to mitigate them.
Adapting your stall for diverse communities	This fact sheet provides information on how to make your stall more appropriate to people from Culturally and Linguistically Diverse (CALD) and Aboriginal and Torres Strait Islander communities.
Stall layout plan examples	The layout of your stall needs to be considered. Poor layout will reduce the number of people visiting your stall and its effectiveness. This document gives some hints on effective layout.
Examples of effective stalls	This document provides photos of effective stalls and identifies some of the characteristics that make them effective.
Example of a less effective stall	This document provides photos of a less effective stall and identifies the characteristics that make it ineffective.
Equipment checklist	Having all the right equipment makes running a stall easy. This list will help you to remember all the things you may need.
Staff roster template	This template will assist you in rostering on the day of the event.
Event running sheet	This template could be useful if you are running a number of activities over the day and need to co-ordinate them.



Starting to plan your health promotion stall

Aim

To simplify the process of planning a stall at an event through the provision of a number of tools and resources that will identify the key steps and processes required throughout this stage.

Rationale

Planning is a major process in the organisation and development of a stall. For health professionals who have not planned an event or health promotion stall before, it can also be a daunting process and a case of 'where to start?'.

This planning section phase provides a step by step guide, checklists and templates to help guide you through the planning to effectively and efficiently implement your stall. It is also important at this stage to investigate and plan your evaluation methods so that any modification to evaluation plans can be made.

Key principles

It is important to incorporate the following into your planning process:

- ensure you have a defined purpose with clear, measureable goals, objectives and strategies for participating in an event or running a stall (see project planning example and template on [pages 14 and 15](#))
- an active approach to promotion that encourages people to participate
- involvement of the community and community leaders where possible
- consideration of how to tailor the stall to the needs of the target population
- strategies that target realistic behaviour change.

Consider the following in your planning process:

- using local foods and produce
- linking your project with local partners and organisations
- initiating the support of local media
- deciding on the placement of your stall (if applicable)
- how you are going to evaluate your activities.



Checklists and procedures

The following section includes different checklists for the planning of nutrition promotion stalls.

WHEN TO BE COMPLETED	ACTIVITIES TO COMPLETE
At least one month prior to the event	<p>Getting Started</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure you are the most suitable person to facilitate the stall. If you decided 'Yes' on completion of the <i>Whether to Invest in a Stall at a Community Event</i> document, then continue planning. Refer to page 2 for questions to ask yourself about your involvement. <input type="checkbox"/> If applicable, provide your line manager with a rationale for involvement at the event in order to gain approval for the stall. <input type="checkbox"/> If you are able to choose the location for the stall, select a suitable area that allows high public access and access to shelter from the changing climate (decide whether a shade cloth or marquee is required for protection from the sun or rain). <input type="checkbox"/> Contact the local council where the event will be held and if applicable, obtain any licences required (e.g. food licences). It can take two to four weeks for approval. Refer to page 62 for information about temporary food licences. <input type="checkbox"/> Establish your budget within your organisation or department and whether you can work with other organisations to share the costs. <input type="checkbox"/> Work with your local media officer on advertising and promotion strategies that incorporate as many types of media as possible. <input type="checkbox"/> Get an idea of the amount of support you can get from other staff and/or volunteers. <p>Project Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a project plan that includes time frames, goals, objectives, strategies and tasks. Make sure your goals and objectives are SMART (Specific, Measureable, Achievable, Realistic, Timely). Be sure to consider your evaluation processes and embed them into your project plan. Refer to template and example project plan on pages 14 and 15. <input type="checkbox"/> Have a risk management plan to allow problems to be solved if need be. Refer to template and an example of a risk management plan on pages 16 and 17. <input type="checkbox"/> Brainstorm activities that align with your objectives that would be suitable for your stall and plan engaging activities such as quick cooking demonstrations to entice the public to your stall. Topics to consider for activity selection: <ul style="list-style-type: none"> <input type="checkbox"/> key messages – make sure the activities have a defined purpose, and are target group specific. Refer to key messages for the target audience in your project plan on page 14 <input type="checkbox"/> cultural appropriateness (refer to page 18 for more information) <input type="checkbox"/> location and available facilities including access to power, water and lighting <input type="checkbox"/> time available for organising the staff and numbers available <input type="checkbox"/> suitability for different literacy levels <input type="checkbox"/> positive orientation of activities.



	<p>TOPICS TO DISCUSS WITH THE EVENT COORDINATOR</p> <p>Event coordinator contact</p> <ul style="list-style-type: none"><input type="checkbox"/> Will there be an event fee?<input type="checkbox"/> What will be provided? e.g. marquee, table, chairs<input type="checkbox"/> How big is the area?<input type="checkbox"/> What is the expected number of people to attend the event?<input type="checkbox"/> Will there be access to water, power, rubbish disposal?<input type="checkbox"/> What other health professionals will be attending the event? What is the possibility of being located next to health professionals who provide similar messages (e.g. oral health, school nurses)?<input type="checkbox"/> Are your activities suitable and possible to achieve at the site?<input type="checkbox"/> What is the length of time for the event so that you can determine the resources and staff/volunteers required? <p>Resources and equipment</p> <ul style="list-style-type: none"><input type="checkbox"/> Order/develop resources and hand-outs. Complete order forms for resources and order enough for the event (order should exceed the expected number of people) but within the allowed limits of distribution. Decide which resources will be used as handouts and which will be used as prizes.<input type="checkbox"/> Consider what equipment is required and whether you need to borrow or hire it, if the event is not providing equipment (e.g. tables, stand, chairs, flooring, tarps, trestles, cooking equipment, utensils, etc). Please refer to <i>Equipment checklist</i> on page 22. <p>Stall set up</p> <ul style="list-style-type: none"><input type="checkbox"/> Use marketing and persuasive techniques to effectively engage the public, e.g. use bright colours and position information at eye level to attract people. Refer to page 19 for an enticing stall layout and page 13 for information on consumer behaviour.<input type="checkbox"/> Consider food safety issues and ensure all involved staff are trained in food handling procedures. You need to ensure that if food has been prepared, it must comply with the <i>Food Act 2006</i> and the <i>Food Safety Standards</i>. Refer to food safety regulations on page 63.<input type="checkbox"/> Consider the number of person hours required and their distribution throughout the day and their recruitment. This should include a minimum of two staff, possibly more depending on event size and activities planned but not too many to overcrowd the stall. Make sure there are sufficient numbers of staff to set up and pack up your stall and that they know this is part of their job.
<p>At least two weeks prior to the event</p>	<ul style="list-style-type: none"><input type="checkbox"/> Collate resources, ensuring there is sufficient quantity.<input type="checkbox"/> Develop and possibly trial activities. Ensure the activities are target group specific. Don't plan too many or not enough activities as this will affect the extent and quality of your engagement with the target group.<input type="checkbox"/> Pack resources into weather-proof storage boxes in preparation for transport to the event.<input type="checkbox"/> Reconfirm venue details, set-up time, expected turn-out and costs.<input type="checkbox"/> Create participation certificates if required.<input type="checkbox"/> Ensure a media release has been developed and sent out if applicable.



At least two weeks prior to the event <i>(continued)</i>	<ul style="list-style-type: none"><input type="checkbox"/> Provide event organisers with your program schedule so that the event's announcer/MC can promote your activities, e.g. the cooking demonstration times throughout the day.<input type="checkbox"/> Develop and send out the volunteer roster and information on the goals, activities and evaluation of the stall as well as expectations relating to behaviour. Also provide volunteers with your personal contact details in case they can't attend or are running late.<input type="checkbox"/> Consider a back-up roster of staff/volunteers to be on call for the event.<input type="checkbox"/> Gather personal contact details for all volunteers/staff so you can contact them on the day if there are changes to the schedule.<input type="checkbox"/> Consider the transport requirements for all staff/volunteers and coordinate a car pool system, if necessary.
Two days or one day before the event	<ul style="list-style-type: none"><input type="checkbox"/> Complete food or any other shopping you need.<input type="checkbox"/> Prepare food (e.g. chop vegetables on the afternoon before the event) if required.<input type="checkbox"/> Finalise the stall layout plan. Refer to example of a stall layout on page 19.<input type="checkbox"/> Double-check roster with all assisting staff and volunteers.<input type="checkbox"/> Create name tags for participating staff and volunteers.



Setting up a static display

Aim

To consider the value and use of setting up a static display as a replacement for attending an event in person.

Rationale

We are all very busy in our roles, and sometimes it makes more sense to provide the event organisers or stall coordinators with a static display to set up, instead of manning a stall. *Whether to invest in a stall at a community event* document on [page 2](#) will help you to decide if you should attend an event or not. If your decision is to not attend, then there may still be an opportunity to promote your healthy messages via a static display with take-home information for attendees.

What's involved?

You'll need to coordinate a static display with appropriate images and texts to promote your healthy message that can be displayed on a board or against a wall. You'll also need to think about some key one-page handouts, recipe cards or brochures that can be displayed for participants to take home. You can assess the number of resources distributed, using the *Suggested stocktake template* on [page 40](#). You may be asked to set up a display in conjunction with another stall that will be manned by another team or organisation. In this circumstance, you will need to liaise with this team and brief them on your static display. In other circumstances, your static display may be set up independently, and you may need to be involved with set-up and pack-up procedures, or you can negotiate with the event coordinator to do this for you, if applicable.

Cost benefits

A static display would mean that your valuable time, which is quite costly for your organisation, may be spent working on other projects or activities, rather than standing at a stall all day. It can also allow you to leave your stall and network with other stall holders. This may be very useful if the main goal of attendance is to establish relationships with other organisations.

Limitations

A static display does not allow you to interact or engage with the general public or with particular community groups at events. Also, you may miss out on important partnership building or networking opportunities by not attending in person. If you do set up a static display, be sure to display your contact details or leave copies of your business card at the event as part of your static display.

Best practice

Whether to attend in person or set up a static display depends on the event size, reach, outcomes, and the other stall holders attending. Please complete the *Whether to invest in a stall at a community event* document.



Note: If setting up a static display, with no attendant, don't leave any valuable equipment or items unattended. Expect things to be taken or tampered with.



Example of a static display. Courtesy of Community Nutrition Unit, Department of Health and Human Services, Tasmania



Consumer behaviour

To understand the best ways to attract people to your stall, you must understand some of the reasons people act and behave in certain ways. Below is a list of common consumer actions that should be incorporated into your project design and stall layout.

- The use of colour

Blue: may lead to the feeling of trust

Red: obtains consumer attention

Green: evokes a sense of freshness and health

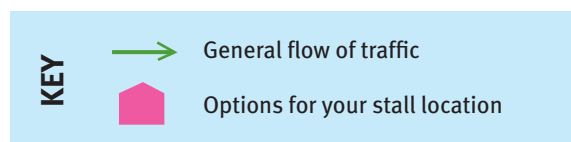
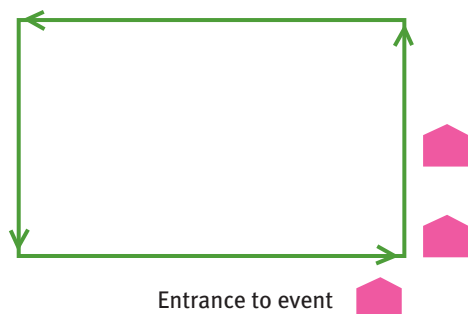
Yellow: evokes a feeling of hunger

- Use of 'sensory delights' such as:

- cooking demonstrations
- taste testing
- familiar faces
- sounds and use of appropriate music
- enticing smells (food cooking, fresh fruit cut).

- Flow of human traffic

- People tend to travel in an anticlockwise manner. For this reason, positioning your stall on the right hand side of an event or close to the right, near the entrance will increase your exposure to event visitors.



- Interactive

- People learn more effectively and efficiently if presented with hands-on activities.

Deliver messages in a way that is:

- Interesting
- Desirable
- Attractive
- Fun
- Family friendly
- Simple

Minimise the handing out of educational brochures and pamphlets that generally won't be read or used.



Project plan example

Goal

This is a statement of the long-term change/s you are working towards in terms of health outcomes, personal behaviour or social, environment or policy change, e.g. for adults residing in Metro South Health Service District to eat the recommended target of two serves of fruit and five serves of vegetables per day on average.

Outcome evaluation

This measures the long-term achievement of the project goal, e.g. pre- and post-implementation data on fruit and vegetable consumption in adults residing in Metro South Health Service District. Impact and process evaluation measures can be successfully collected before, during and after community event activities.

OBJECTIVES	STRATEGIES	PROCESS EVALUATION
<p>What changes are needed to achieve the goal?</p> <p>Objectives need to be SMART (Specific, Measureable, Achievable, Realistic, Timely)</p>	<p>What will you do/implement to achieve the objective?</p>	<p>Measures the activities of the program, program quality and who it is reaching</p>
<p>Example:</p> <ol style="list-style-type: none"> Eighty per cent of participants visiting the nutrition promotion stall will know the number of serves of fruit and vegetables recommended for health for Australian adults. <p>Impact evaluation measures the immediate effect of the program and whether or not the project meets its outcomes</p> <p>A competition for participants will ask participant to report the number of fruit and vegetables recommended (as part of other activities).</p>	<ul style="list-style-type: none"> Display <i>Go for 2&5</i>® posters at stall Create a display that shows the total number of fruit and vegetables required for an adult on the average day and how this can be achieved Reinforce the serve numbers using a golf competition where visitors need to report the number of serves recommended before being able to participate in a competition or prize draw 	<ol style="list-style-type: none"> Number of posters on stall + write down any comment regarding posters Display provided. Report comments/questions on display and how it could be improved Percentage of people able to provide recommended serve numbers as part of a competition or prize draw Number of people participating in competition or prize draw
<ol style="list-style-type: none"> Fifty per cent of participants visiting the stall during cooking demonstrations will be confident and motivated to cook a meal that includes at least three vegetables <p>Impact Evaluation:</p> <p>Record the percentage of participants who observe the cooking demonstration who report that they intend to prepare the item at home in the next two weeks.</p> <p>Number of recipe cards taken by visitors.</p>	<ol style="list-style-type: none"> Cooking demonstration of meal/s that include at least three different vegetables as key ingredients Taste testing of demonstrated meals Recipe card to be provided to visitors who report they are keen to make the recipe within the next fortnight 	<ol style="list-style-type: none"> Number of meal demonstrations Number of people watching meal demonstrations Percentage of people tasting the meal Results of five point taste rating by participants (from 'yuck' to 'delicious') Percentage of those people watching and tasting who report they will make the meal in the next fortnight Number of recipe cards provided to interested participants



Project plan template

Goal

Outcome evaluation

Note: It is not always possible to measure the outcome evaluation relating to your goal, because it is longer term and often focussed on health status.

OBJECTIVE	STRATEGY	TASKS	PROCESS EVALUATION
1. Impact evaluation:			
2. Impact evaluation:			
3. Impact evaluation:			



[Link to *Project plan template* \(editable Microsoft Word document\)](#)



Risk management example

RISK	LIKELIHOOD	IMPACT	CONSEQUENCE	RISK MANAGEMENT ACTION
Bad weather at an outdoor event	Medium	Medium–high	The event coordinator will make the decision to postpone or cancel the community event or will have to move the event elsewhere	<ul style="list-style-type: none">• Ensure all items for the stall are placed in weather proof container• Have the contact details of all volunteers so you can contact them if plans change• Have the contact details of the event organiser to confirm what is happening• Plan the event to be held at an indoor facility
Creation and delivery of resource material is delayed and/or finances do not allow for the preparation of all resources	Low	Very high	There will be no resources to provide to the attendees to reinforce the 'health promotion' message. There will also be a lack of resources to complete activities at the stall. This could negatively affect the desired impact on the attendees and the message will not be delivered to its full potential	<ul style="list-style-type: none">• Plan for the possibility of not all resources being able to be developed or not arriving on time by having back up activities or resources designed and ready to hand out• Create or order resources in advance• Follow up order one week before event if not delivered
Staff/volunteers cancel involvement before the event commences	Low	High	Will not be able to effectively promote the message at the stall due to reduced staff capacity.	<ul style="list-style-type: none">• Have back-up staff (on-call for the event)• Make sure the stall coordinator is present at set-up and pack-up (when volunteers are most likely to be late or leave early)
No one attends the community event	Low–medium	High	Wasted time, energy, money and resources	<ul style="list-style-type: none">• Use the time as a networking opportunity with other stall holders• Determine an exit strategy, e.g. if less than 10 people an hour are visiting your stall• Ensure you have the contact details of all your volunteers so you can notify them if they're not required to attend



Risk management template

RISK	LIKELIHOOD*	IMPACT*	CONSEQUENCE	RISK MANAGEMENT ACTION

*Focus on the risks that have high likelihood and impact scores.



[Link to Risk management template \(editable Microsoft Word document\)](#)



Adapting your stall for diverse communities

Aim

To consider cultural diversity when planning your stall at the event.

Rationale

Stall coordinators need to be mindful of cultural diversity in the community and the need to provide culturally appropriate resources and activities to target specific communities.

In the development of your stall, please consider the different communities that may attend the event. It is a good idea to check the demographics of your local region and with the event coordinator regarding significant numbers of attendees from Aboriginal and Torres Strait Islander or Culturally and Linguistically Diverse (CALD) communities in the past.

Tips to effectively engage with CALD or Aboriginal and Torres Strait Islander communities

- Research the community and their food and cultural habits.
- Consider race, religion, ethnicity and gender.
- Investigate and adhere to cultural protocols for the defined community.
- Consult with the community to enable community empowerment.
- Build rapport with the defined community.
- Use culturally appropriate images and resources (e.g. display images of people from the defined community).
- Provide resources that have been developed in languages other than English.
- Consult/work with an Advanced Health Worker or a Multicultural Health Worker to assist in the development or implementation of the resources and activities for your stall.
- Have an interpreter if applicable.
- If possible, have members of the key diverse communities helping out at the stall.

By undertaking these steps and being aware of the need for information to be presented in a culturally appropriate and respectful manner, the health promotion message will be able to be promoted to all individuals within the target group and increase the overall impact and outcome of the project.

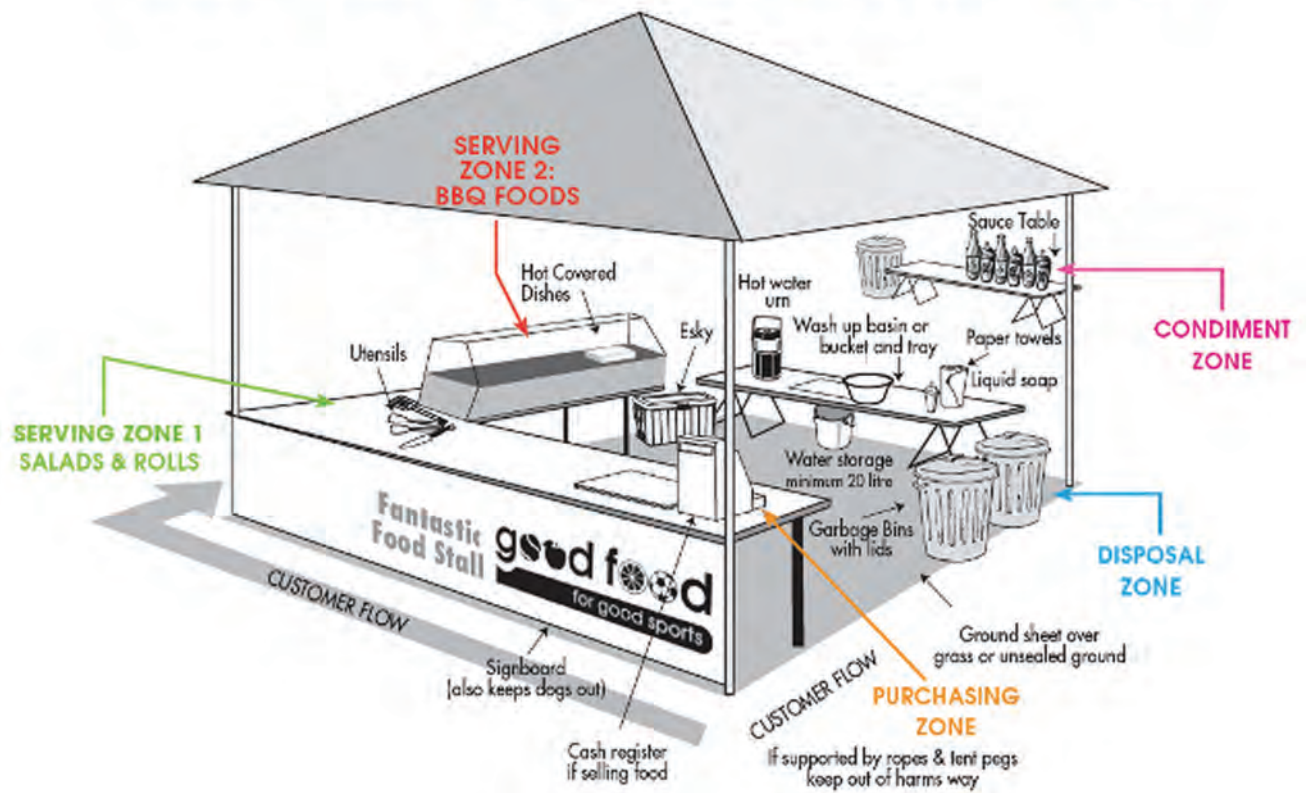
For example, a key area that needs to be considered in the modification of events to be culturally appropriate is the use of **food and cooking**. In this case:

- use traditional foods appropriate to the identified cultural group you are working with
- modify traditional meals so that they are more healthy and nutritious
- create recipes that utilise foods that are readily accessible in the local area
- incorporate traditional methods of cooking into the cooking demonstrations or food samples on display.



Stall layout plan example

Ideas for Food Stall Work Flow



Courtesy of the Queensland Association of School Tuckshops (QAST)





Examples of an effective stall



Note the number of people at this stall and the use of a fun and interactive game to engage stall visitors. Visitors are drawn to the activity taking place in front of the stall, rather than having to wait for visitors to come into the booth. Stall staff are also friendly, approachable and highly visible in their informal corporate shirts.



Example of a less effective stall



Although this stall was set up at the same event as the one displayed on the previous page and marketed the same service, there are no visitors. Problems include a lack of strategies to engage visitors, insufficient staff to use interactive strategies and a staff member who appears to be uninterested or untrained in promoting the service. The table positioned between the staff member and potential visitors further discourages communication.



Equipment checklist

This equipment list is a guide and not all the items may be required for your stall.

Stationery

- ☐ *Blu-Tack*
- ☐ scissors
- ☐ sticky tape, masking tape
- ☐ pens, pencils, coloured pencils and pens, highlighters, erasers, ruler, white out
- ☐ spare paper
- ☐ notepad for taking comments from attendees
- ☐ paper weights
- ☐ name tags – if appropriate
- ☐ *Velcro* hook and loop fasteners and thumb tacks
- ☐ clipboards

Resources

- ☐ order forms for resources
- ☐ print resources for handouts
- ☐ appropriate bag to carry resources in (to walk around the event throughout the day)
- ☐ photo consent forms
- ☐ volunteer participation certificates or gifts
- ☐ business cards/contact details of the team running the stall

Equipment

- ☐ tables and tablecloths (plastic)
- ☐ chairs
- ☐ shade cloth (if outside)
- ☐ extension cords (taped to the ground)
- ☐ trolley to transport equipment
- ☐ camera (with spare batteries or fully charged with sufficient memory)
- ☐ water, water container, cups, ice





- ☐ electrical equipment – computer, projector, speakers, microphone (make sure electricity is available if planning to use electrical equipment)
- ☐ first-aid kit
- ☐ shade cloth, sunscreen, hats (if event outside)
- ☐ storage boxes to keep resources and equipment in
- ☐ display boards
- ☐ competition prizes

Decorations

- ☐ posters, banners, photos (variety of different colours, sizes) – make your theme/message simple and clear
- ☐ balloons (colours relevant to display)
- ☐ music (if appropriate) and music player (e.g. CD player, MP3)

Note: If food is involved, please see [page 52](#) for equipment required.



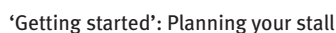
Staff roster for <insert event name, day and date, location>

TIME SLOT*	NAMES OF STAFF ROSTERED AND THEIR CONTACT DETAILS FOR THE DAY OF THE EVENT	DELEGATED ACTIVITIES**	ACTIVITIES FOR WHOLE TEAM

* Note: make sure you include set up and packing up timeslots **you may want to designate a coordinator for each time slot



[Link to Staff roster template \(editable Microsoft Word document\)](#)



<Insert day and date of event>

<Insert location details>

◁Insert name and contact details (mobile phone number) of event coordinator▷

[illegible]

* Use this sheet if you are staging a number of activities during your event. This sheet should consist of all the planned activities for the day, including the overall setup and packing up of the stall. Make sure you also include evaluation activities (e.g. taking photos, monitoring the number of participants) and prize draws if you have any.



'On the day'

Facilitating your stall at the event





Facilitating your stall: An overview

The key strategies in running a successful stall at an event are to keep your staff enthusiastic and to continually engage actively with the community.

This section includes some information to guide you. These are explained below.

ITEM	DESCRIPTION
Facilitating your stall at the event	This section summarises the rationale for successful facilitation and the key principles to consider.
Procedures to follow on the day of the event	This tool provides tips on setting up, suggestions on keeping volunteers engaged and practical ideas on effective and ineffective ways to act during the event





Facilitating your stall at the event

Aim

To provide the information required to successfully and efficiently facilitate your nutrition promotion stall, in the lead up to the event and on the actual day of the event.

Rationale

How your stall is managed is vital to how well your health promotion message is portrayed to the community. It is important to get all aspects of your stall appropriately organised and displayed to achieve maximum exposure and attract as many visitors as possible to your stall, in order to provide brief health promotion interventions.

This section of the toolkit identifies the aspects of facilitating a stall that are important to achieving the best possible outcome.

Key principles

It is important to ensure that the following are considered during the facilitation of your event:

- Act in a professional and respectful manner
- Ensure all aspects of your stall are visible and displayed appropriately
- Have sufficient resources for your activities
- Make your workspace visually appealing by displaying fresh produce and merchandise
- Engage the audience
- Confirm key messages and themes with all stall volunteers and staff, to ensure they know what's expected and what outcomes you are wanting
- Have fun!



Procedures to follow on the day of the event

Tips for the day

- ☐ Have a good breakfast as you may not have time for breaks.
- ☐ Take some small snacks.
- ☐ Wear comfortable shoes.
- ☐ Take a hat, a water bottle and some sunscreen.
- ☐ Roughly plan where everything will go.

Setting up a display

- ☐ Arrive a couple of hours early to set up, particularly if you have not been to the venue before. This ensures obtaining a car park as close as possible and allowing time to solve any problems that may arise. Check with event coordinator how early you can arrive.
- ☐ Begin to set up your stall including tables, display boards, brochures, cooking equipment, etc.
- ☐ Have brochures/pamphlets out of reach of the public so you can engage with them and explain what you are promoting before providing them. This increases the perceived value of these items and provides a context for their use.
- ☐ If relevant, have food cooking at the start of the event to attract people to your display through the smell.
- ☐ Obey food safety regulations at all times (refer to food safety information on [page 63](#)).
- ☐ Keep your valuables out of access to the public to ensure they do not get stolen.

Incentives and positive tips to keep volunteers engaged

- ☐ It can be very busy at the start of the day, but remember to welcome all volunteers warmly and thank them for participating.
- ☐ Orientate volunteers to toilets and exits and, if possible, introduce them to the event coordinator in case they are required to engage with them throughout the day.
- ☐ Notify volunteers/staff of break times and, if it's quiet, allow some to take a break or wander past the other stalls.
- ☐ Provide snacks and water, if possible, to keep volunteers hydrated and energised.
- ☐ At the end of the day, thank all volunteers and staff and provide them with a certificate or gift.



Ways for all volunteers/staff to act during the event

- ☐ The stallholders should be friendly, enthusiastic and approachable.
- ☐ Have staff in different areas of the display. If possible have one standing outside the display to invite people over, have one inside the display stocking resources, ensuring tidiness and talking to people and one facilitating the health promotion activity.
- ☐ Smile to encourage people to walk over to display.
- ☐ The display should be kept clean at all times.
- ☐ Make sure the resources are always stocked.
- ☐ If providing food samples, give away small samples that aren't too messy too eat and follow food safety protocols at all times.
- ☐ For an example of how to act during the event, go to [page 20](#).

Ways *not* to act during the event

- ☐ Do not sit behind the front of the stall as this will discourage people to come over. Do not look like you don't care about what you are promoting.
- ☐ Do not stand/sit and chat to other volunteers/staff but consider strategies to engage the public if your stall is not being visited.
- ☐ Do not simply hand out pamphlets or give away merchandise as people will not take a further interest in the information.
- ☐ Do not judge or talk about the attendees in a negative way.
- ☐ Do not give medical information that is out of your scope of practice to the public. If a question is asked that is out of your scope of practice then you should provide contact details of the appropriate health professional they should contact.
- ☐ For an example of how *not* to act during the event, go to [page 21](#).

‘Was it successful?’

Evaluating your stall





Evaluating your stall: An overview

When planning for the event, you need to fully understand what you want to achieve and how you want to do it. Therefore, you need to consider your evaluation techniques before you commence the event, and you'll need to implement your evaluation strategies during the event and analyse them after the event.

This section includes a series of documents, templates and information to guide you. These are explained below.

ITEM	DESCRIPTION
Evaluation principles	This document outlines the key principles of evaluation and examples of process, impact and outcome evaluation measures for community events.
Visitor comments and conversational feedback	This qualitative evaluation measure assists in gauging the effectiveness of your stall in terms of activities, location, staff, key take-home messages, etc.
Video interview evaluation	This qualitative evaluation measure uses technology to record participants' responses to some pre-determined questions about your stall.
Queensland Government photo consent form	In order to video or photograph a member of the public, all Queensland Government employees must obtain written consent from the individual. If you work for a non-government organisation, please check your organisation's policy.
Photograph cross-sectional analysis	This qualitative evaluation method involves taking snap-shot photos of your stall throughout the day, to assess the popular times, activities and approximate number of visitors, and provides a comparison to other stalls.
Stocktake evaluation	This quantitative evaluation method assesses the total number of resources or handouts distributed.
Stocktake evaluation template	Use this template to record the data for the stocktake evaluation.
Competition and questionnaire evaluation	This quantitative evaluation method provides some indication on the number of attendees visiting your stall.
Competition entry example	Use this example to develop your competition and questionnaire evaluation.
Post-evaluation debrief template	It's important to seek some feedback from your staff and volunteers who assisted you at the event. Their valuable feedback can help improve future activities and events.
Writing up your Evaluation	When you conduct formal evaluation of an event, you need to summarise the successes and weaknesses of your stall. This section describes the importance of reporting your achievements and future recommendations.
Photo evaluation report example	Pictures often speak a thousand words! This example photo report demonstrates the success of the event and outlines key achievements and future recommendations.
Evaluation report template	The project planning documents in the <i>Getting Started: Planning your event</i> include sections on evaluation. Use your original project plan to assist you to write your final report after the event.



Evaluation principles

Aim

To establish a selective list of appropriate evaluation methods for health promotion stalls to effectively and efficiently determine the success and impact of the stall on the target population.

Rationale

Evaluation is vital to any project, as it is used to change, promote and develop better programs and activities (Wurzbach, 2002). Without evaluation, there is no way to determine whether the event achieved its desired outcomes, and whether there is the opportunity for long-term behaviour change and maintenance. Funding is usually based on the extent to which the program will be evaluated, and therefore whether objectives and aims of the project are achieved. All groups involved in the event need to know whether it has been successful in terms of its processes and outcomes.

There are a number of different ways in which a stall can be evaluated, and this section outlines some of the most effective means to evaluating your stall. Evaluation should be considered from the outset of the project development to achieve optimal outcomes (Lawrence, 2007).

Key principles

When planning your evaluation, you must decide on the following:

- what to measure
- how to gather the information
- which tool to use
- the key questions that need answering
- how to analyse the information collected
- who will collect the information
- when will the information be collected.

Types of information to collect include:

- knowledge, attitudes and beliefs about the health promotion topic
- satisfaction and enjoyment of the provided activities
- reach of the stall, i.e. how many people did you attract
- amount of resources disseminated
- understanding of key message/s
- observational data on stall layout and overall presentation.



Evaluation needs to be considered at different levels

1. **Process evaluation** measures how well the activities of the event went, the satisfaction of the target group and volunteers and the reach of the event.

Examples of process evaluation for community events include gathering observational data such as photographs, recording how many people visited the stall, video interviewing of participants regarding their satisfaction with the stall and its activities, and surveys of participants to rate the attractiveness of the stall and its activities.

2. **Impact evaluation** measures the immediate effect of the program and whether or not the project meets its outcomes (Hawe, 2003). Both quantitative and qualitative methods may be used to measure the impact of a health promotion intervention such as an event (Lawrence and Worsley, 2007).

Examples of impact evaluation for community events include surveys of participants to measure any immediate changes in knowledge or skill levels or the percentage of participants who report they intend to make a change after visiting the stall.

3. **Outcome evaluation** measures the long-term effect of a health promotion intervention and whether it meets its goals (Hawe, 2003). It assesses the effectiveness and efficiency of an intervention and the extent to which it meets its aims and goals (Lawrence, 2007). This is generally not measured for short-term and small interventions like events.

An example of outcome evaluation for a community event would be the percentage of participants who have implemented a change and have maintained it after visiting the stall, based on a follow-up (by phone, mail or at next year's event).



Qualitative evaluation

1. Visitor comments and conversational feedback

Aim: To gauge effectiveness of the stall and key messages, based on feedback from participants who attend the stall.

Resources required:

- pens/pencils
- comment books or clipboard folders
- sufficient quantity of blank templates to record responses

Method: Record any comments and feedback that you may receive from visitors throughout the day. Comments may be filled out by the visitors or you may wish to record any comments that the visitors have made to you. This will help in evaluating the thoughts of the participants and what parts of the stall they found most beneficial and enjoyable. You can use the template listed below or refer to [page 43](#) for the *Post-Evaluation Debrief Template*, which includes a section on participant feedback.

Suggested template:

AGE OF THE VISITOR (APPROX.)	ACTIVITIES THEY UNDERTOOK	RESPONSE/FEEDBACK



2. Video interviewing evaluation

Aim: To determine the effectiveness of the stall at promoting and marketing key nutrition messages, based on feedback from the general public.

Rationale: The use of a roaming video camera could be utilised to film visitors to the stall. Visitors would be asked a series of questions (examples below) about their general health behaviours and their enjoyment of the stall and the responses will be caught on camera. Consent forms would need to be completed by the visitors (or by a parent/guardian for children) who are to be recorded on film. This will help in improving accuracy of information obtained and also be viewed as a fun and exciting experience for the participant. In addition, it's a great way to market the activity to managers and other staff after the event.

Resources required:

- consent forms
- video camera or digital camera with a video function
- video camera charger
- small gift/incentive for participating

Method:

Before the event, organise video camera, consent forms, pre-determined questions, incentives and designated evaluator before the event.

During event:

1. Approach individuals who have visited the nutrition promotion stall or participated in the activities
2. Provide them with background information and ask them to fill out consent forms (parent/guardian consent required if under 18)
3. Direct interviewees to stand in an appropriate position (with stall in background)
4. Notify the interviewee when recording begins
5. Ask pre-determined questions
6. Finish interview. Thank interviewee and offer a small gift for participating.


Example questions:

- What was it that attracted you to this stall?
- What parts of this stall do you think work well?
- Do you read the information provided to you by stalls?
- Did you learn anything new at this stall?
- What activities did you enjoy the most?
- Do you feel you will now make changes to your lifestyle as a result of this event? If so, what changes?





Queensland Government consent form

 Queensland Government	<h2 style="margin: 0;">Consent Form</h2>
Activity/location: _____ <div style="text-align: right; margin-top: 5px;">(insert description) Date: _____ (insert date)</div>	
I, _____ (insert name), of _____ (insert address):	
For parents/legal guardians of children (if applicable) 1. declare that I am the parent/legal guardian of the following child or children _____ (collectively, "the Children")	
2. agree to the State of Queensland, its employees, officers, agents and contractors ("the State") (a) making images or recordings, whether sound, digital or otherwise, of me and the Children ("Images and Recordings"); (b) using, publishing or reproducing the Images and Recordings in any form (in whole or in part) and by any medium, including but not limited to newspapers, magazines, brochures, television advertisements, promotional videos, websites, CD-ROM or other multi-media, for public relations, promotions, commercial and advertising purposes ("Promotional Materials"); and (c) retaining or storing the Images or Recordings (including those incorporated into Promotional Materials), in hard copy or digitally, including but not limited to, deposit of the Images or Recordings into a Queensland Government Image Library; 3. agree that the rights granted to the State under clause 2 of this Consent Form are perpetual and that I will not receive any payment, royalty or other consideration (whether monetary or otherwise) from the State in connection with the making, use or storage of the Images and Recordings; 4. agree to the State disclosing personal information about me and the Children, including but not limited to our name, details and image, in connection with the Images and Recordings or the Promotional Materials; 5. acknowledge and agree that any Promotional Materials which refer to me, expressly or by implication, are, at the date of publication, made in good faith and are not intended to defame or offend me or bring me into disrepute and, to the best of the State's knowledge, are true and correct; 6. agree that the State is the owner of the copyright in the Images and Recordings and the physical Images and Recordings; 7. acknowledge that a representative of the State has explained the contents of this Consent Form to me and I am signing this Consent Form of my own free will, on the full understanding and comprehension of the terms of this Consent Form; 8. acknowledge that my consent for the use of my personal information is required in accordance with the Queensland's Government Information Privacy Standard 42. Further information about Privacy Standard 42 can be obtained at www.privacy.qld.gov.au .	
Signed by: _____ <i>Print name</i> _____ <i>Signature</i> <i>Date</i>	Witnessed by: _____ <i>Print name of witness</i> _____ <i>Signature</i> <i>Date</i>
Contact Officer: _____ Department/Agency: _____ Phone: _____ Email: _____	

Available at <http://premiers.govnet.qld.gov.au/policies/downloads/qld-govt-consent-form.pdf>



Quantitative evaluation

1. Photograph cross-sectional analysis

Aim: To obtain a continual visual display of the activity levels at the stall throughout the day, using time-lapse photography.

Resources required:

- camera
- memory card (with sufficient space available)
- photograph consent forms
- pens
- power cord
- additional camera battery
- camera battery charger
- alarm (perhaps use a mobile phone 'count down timer' if unable to set up tripod and time-lapse camera)
- camera tripod, if applicable.

Method:

Before the event starts:

1. Organise camera, if possible, preferably one with a time-lapse setting and a tripod. Also, ensure the camera has time/data function enabled so this is captured on each photo
2. Charge camera to full capacity, and if possible, arrange spare fully-charged battery
3. Designate one staff member/volunteer to be photographer/coordinator on the day.

During the event:

1. Every 15 mins across the entire day, a photograph is to be taken of the stall from the exact same position each time, incorporating the same area of the stall (try to get a photograph of the whole stall). The designated evaluator should set an alarm to ensure that the images are consecutively taken throughout the day. Alternatively, a photo schedule could be determined based on the planned activities to test which ones were most effective.
2. If possible, general photos of other stalls should be taken at the same time intervals which may also provide some comparative data.

After the event:

1. The photographs can be analysed for:
 - the number of people at the stall
 - the activities being undertaken at that time
 - the busy periods throughout the day.
2. This will show the distribution of people attending the stall throughout the day and demonstrate the effectiveness of different activities (e.g. if there are a lot of people at the stall during the cooking demonstration, and no visitors at other periods, the cooking demonstration is an effective motivator to attracting people to the stall).
3. The photo analysis can be used in the evaluation report (see [pages 45 and 46](#) for example and template) either as a photo evaluation report, or part of a written report.

Important: Photograph consent forms will be required to be completed by people easily identified in the photos (scene photographs don't require consent forms to be completed).





2. Stocktake evaluation

Aim: To estimate the number of visitors to your stall by stocktaking the number of resources disseminated.

Rationale: This evaluation method doesn't indicate any changes in behaviour, however it measures the total number of resources distributed so you can assess the popularity of individual resources and activities. It is difficult to assess health promotion events based purely on numbers, as this is not necessarily a good indication of behaviour change. Effectively and efficiently engaging with the target audience is more important than counting the total number of materials disseminated. To monitor the number of people participating in a specific activity, you may choose to provide a resource only to this group and determine the number provided over the day.

Resources required:

- pens/pencils
- calculator
- resources and pamphlets required for the different activities (i.e. information brochures, cups, plates, forks, recipe cards, stickers)
- sufficient quantity of [blank templates](#) to record data

Method:

1. The number of resources and handouts available at the beginning of the day, before the stall has started must be counted and recorded in the suggested template (refer to [page 40](#)).
2. Throughout the day, hand out resources as required.
3. At the end of the day, the remaining resources and handouts left at the stall must be again counted and recorded in the template.
4. The difference in the number of resources remaining can then be calculated (see calculation below).
5. In the days post-event, contact the event coordinator and obtain the figures they have for the official or estimated number of attendees at the event.
6. Using this figure, you can calculate a percentage of people who attended the event that took handouts from your stall (see calculation below).

Calculations:

1. Original quantity of resources – remaining quantity of resources = number of resources remaining
2. $(\text{Number of specific resources remaining} / \text{total number of people that attended the event}) \times 100 =$ estimated percentage of the total event participants who took specific resources from your stall, which is the approximate proportion of people actively engaged to the point of taking a handout.

Note: You may want to use this method to evaluate different levels of participant engagement. For example, there may be resources that are provided to every participant as part of an event entry pack or sample bag, while other resources may require participants to choose the resource when visiting your stall or they may even have to engage in an activity before a resource (e.g. a prize) is provided. In general, resources that require the most interaction with stall holders and their activities are most likely to be a marker for potential changes in attitudes, beliefs, knowledge or behaviour.



Suggested stocktaking template

STOCKTAKE ITEM	ORIGINAL QUANTITY	END QUANTITY	DIFFERENCE	SUCCESS OF THE RESOURCES
<p>What is the item you are wanting to measure</p> <p>For example:</p> <ul style="list-style-type: none"> • brochures • stickers • one-page handouts • taste-test items such as plastics plates and cups 	<p>Number of selected items that you started with</p>	<p>Number of selected items that are remaining after the stall has finished</p>	<p>Difference between the original quantity and the end quantity</p> <p>= the number of people that took the resource/tried the activity/taste-tested the food</p>	<p>You can identify which resources were more popular and the level of engagement of visitors, especially if they had to complete an activity before being allowed to take a resource. Write a brief description of the popular resources taken.</p>



[Link to Suggested stocktaking template \(editable Microsoft Word document\)](#)



3. Competition and questionnaire evaluation

Aim: To evaluate the knowledge of people who visit your stall after a brief intervention. This activity also increases people's involvement and willingness to learn through the use of an incentive.

Resources required:

- printed copies of competition question
- pens/pencils
- clipboards
- competition entry box (colourful box with slit at top for people to anonymously enter their responses)
- health promotion prize-pack that suits the theme of your stall. For example, for a nutrition stall, the pack may include some of the following:
 - healthy eating cookbooks
 - *Go for 2&5*® resources, e.g. measuring cups, water bottles, kitchen utensils
 - green environmentally-friendly shopping bag
 - cooking apron
 - food vouchers
 - colouring-in book
 - (steer clear of pamphlets and information sheets).



Method: Advertise a competition to win a health promotion prize pack that relates to your health promotion topic. In order to enter the competition, participants must fill out a short quiz using information that can be gained from viewing stall exhibits or participating in activities. Participants then leave their name and contact number (refer to [page 42](#) for example). The entry drawn at the end of the day that has the most correct answers/first drawn with all answers correct will win the prize pack.

Once the competition has been drawn, the number of entries into the competition should be counted and the answers checked to determine how many people were able to successfully recall important health messages and also to estimate the number of people who were actively involved in the stall's activities.

Note: This activity may also be modified to allow follow-up of participants. In this case people could be asked for their contact details for the prize but also could provide permission for follow-up at a later date to undertake outcome evaluation. An additional incentive, e.g. recipe cards or recipe book posted to their home address may assist in recruiting participants.



Competition entry example

Just a few quick questions!

Age: ☐ 18–25 ☐ 26–39 ☐ 40–59 ☐ 60+

Gender: ☐ Male ☐ Female

Did you learn anything new at our stall?

☐ Yes ☐ No

Did you enjoy the activities at our stall?

☐ Yes ☐ No

What did you find the most effective for your learning?

(List a number of the activities you had at the stall for them to choose from.)

Do you think this will help you to make changes to your lifestyle?

☐ Yes ☐ No

To enter the competition to win a prize pack, please leave your name and contact number below.

Name: _____ Phone Number: _____

Thank you for your time.

Note: You may wish to be able to detach personal contact information from the evaluation form once the competition is completed.



[Link to Competition entry template \(editable Microsoft Word document\)](#)



Post-evaluation debrief template

Assessing quality and delivery of the stall

Stall coordinators and staff can use this template to evaluate the effectiveness and performance of their stall.

QUESTION	RESPONSE
What did you find worked well?	
Were you able to network at the event and have you built any connections?	
What would you do differently next time?	
What evaluation method worked the best?	
Was the stall positively viewed by the visitors?	
What were the main outcomes from the event?	
Did the stall achieve the desired outcome?	
Did some activities draw more people than others? If so, which ones?	
What aspects of the day were time consuming? How could you modify this in the future?	
What recommendations can you suggest for future events?	



[Link to Post-evaluation debrief template \(editable Microsoft Word document\)](#)



Writing up your evaluation

Once the event is over and you've conducted some formal evaluation measures, it's important to write up your results. Writing formal evaluation reports not only helps to improve your practice but it positively promotes your service and your hard work to others. A formal evaluation report of your stall allows you to celebrate your successes and reconsider areas of weakness. If you attend the same event the following year, you will be able to improve your practice and ensure quality control if you actively report your findings. Managers also love to read your reports and share your successes with their managers and other senior staff.

Depending on the size of the event and your stall, you may wish to write a full completion report. In smaller, simpler projects, you may be able to write a short summary or one-page description of your activities and highlight your successes. Alternatively, you may wish to develop a photo evaluation document, which visually describes the outcomes of the event (see [page 45](#) for an example). The old phrase 'a picture speaks a 1000 words' is very accurate and it is important to consider the value of photographs in evaluating your event. If you are using photos, make sure you get consent from those you photograph (if they are identifiable) for this purpose.

When writing your evaluation report, remember to link your findings to your project plan and the original goals, objectives and strategies you outlined. As mentioned previously in this section, there are aspects of process, impact and outcome evaluation that can be measured at events to assess the overall effectiveness of the stall and the intention to change behaviours of stall participants. It is also worthwhile linking your activities to appropriate behaviour change theories and models to build on the evidence for your successful attendance at the event.





Photo evaluation report example

2011 Punyahra Health and Wellbeing Expo

Nutrition promotion stall: Crudités with bush tucker dips and Mini Putt Putt golf

The Punyahra Health and Well-Being Expo is an annual health promotion event for the Logan–Beaudesert Aboriginal and Torres Strait Islander community. The expo aims to promote all aspects of health to all ages of community members who attend. The goal of the nutrition promotion stall was to promote nutrition and healthy eating messages to the local Aboriginal and Torres Strait Islander peoples.



Community Nutritionist – Kym McClymont and AHW (Nutrition Promotion) – Tanya Saldanha.



Vegetable Crudités with Bush Tucker Dips



Vegie cups provided
 $n = 142$



Brochures distributed
 $n = 214$

NPU Stall: nutrition promotion material and information that was offered. The recipe cards were very popular.

The mini putt putt golf activity was a fun and interactive way to engage with attendees and to provide nutrition promotion and information. The activity also promoted physical activity.



People participated
 $n = 62$

Overall conclusion & recommendations: It was a really valuable day and we will participate next year.



Evaluation report template

Event title:

Stall manager:

Position:

Executive summary

Background

Goals, objectives, strategies

Results: process, impact and outcome evaluation

Discussion

Conclusion/recommendations

Appendix: photographs, evaluation forms, etc



[Link to Evaluation report template \(editable Microsoft Word document\)](#)

Additional resources for nutrition promotion at events





Nutrition resources: An overview

Many of us attend events to promote healthy eating to the general public. There are a number of different fun and engaging activities and resources that can be used to promote nutrition and healthy eating at events.

This section includes a number of activities, case studies and tips on where to find more information. These are explained below.

ITEM	DESCRIPTION
Top five nutrition activities	This document describes some tried and tested nutrition activities that will assist in engaging with the community and promoting your stall's messages. Some activities can be adapted to other health promotion targets.
Equipment required if food is Involved	Having all the right equipment makes running a cooking demonstration easy. This list will help you to remember all the things you may need.
Cooking demonstration guide	This step-by-step guide describes what you need to do in preparation for a cooking demonstration and provides some tips on effective engagement during cooking demonstrations.
Case study: Cooking demonstration	This is an example of a successful cooking demonstration at the Punyahra Health and Wellbeing Expo, 2010.
Case study: Taste-testing activity targeting Aboriginal and Torres Strait Islander peoples	This is an example of a successful taste-testing activity where kangaroo and vegetable kebabs were provided to participants at a local Aboriginal and Torres Strait Islander event.
Example recipe for taste test	It's important to remember to advertise your cooking demonstration or taste-tests throughout the day. This template example can be reproduced and printed for your event.
Food licence information	If serving any food, it's important to check food licensing requirements. This section outlines the requirements if food samples are distributed by a non-profit organisation.
Food safety regulations	We need to abide by the <i>Food Act 2006</i> when serving food. This document outlines the food safety requirements for food preparation, cooking and serving.
Food allergy information	There may be high-risk foods for allergy that need consideration before including in a cooking demonstration or taste-test activity.
Useful websites and resources	For further information on nutrition and healthy eating material, check out this section.
Relevant resources for different target groups	Depending on your target audience, there are a number of key resources that can assist you in promoting your key messages.





Top 5 nutrition activities

1. Cooking demonstrations *(see example case study on [page 56](#))*

Aim: To increase participants' exposure to a variety of foods while improving food preparation skills and knowledge in terms of what and how to prepare a number of different meals.

Equipment: Refer to the cooking demonstration guides and examples from [page 54](#).

Method:

1. Set up a one-pot utensil, i.e. wok or saucepan, undertaking all the safety precautions (refer to [page 63](#)), ensuring you have access to power, gas and water.
2. Cut up all the required ingredients, adhering to food preparation and safety guidelines.
3. Cook the meal, explaining what you are doing as you go along.
4. Once the meal is completed, you can divide it up into small tasting cups with forks and hand out to the people at the demonstration.
5. Ensure you have recipe cards for the meal on hand so that people are able to take a card and recreate the meal at home.



Preparing taste-test samples at the 2011 NAIDOC festival at Musgrave Park in West End.

2. Taste testing *(see example case study on [page 58](#))*

Aim: To increase participants' exposure to a variety of healthy foods and taste sensations, whilst aiming to improve overall food literacy skills.

Equipment: Refer to the cooking demonstration equipment guide on [page 52](#).

Method:

1. Decide on a taste test theme or recipe (e.g. preparing chickpeas a variety of different ways).
2. Purchase ingredients and pre-prepare all meals, adhering to food safety measures at all times.
3. Transport meals to the venue safely (e.g. if cold, place in an esky with ice).
4. Set up a table and display some of the meals to be taste-tested (e.g. display hummus with veggie crudité's, chickpea and vegetable soup and beef and chickpea stew) along with recipe cards and price/serve information.
5. Distribute small taste test samples of the meals to participants.
6. Evaluate participants description of the meal and ask if they will prepare it at home.



3. Healthy traffic light kebabs

Aim: To provide a fun alternative to eating different types of fruits as well as increasing participants' knowledge of the variety of fruits available.

Equipment: Fruit (cut into 3cm cubes) – pineapple, apple, orange, watermelon, strawberries, banana, kiwi fruit, rockmelon, honey dew, skewers, disposable gloves, plastic plates, forks and serviettes.



Method:

1. Cut up pieces of fruit into 3cm cubes and set out on a platter. Be sure to use fruits that are in season and include fruits that are green, red, yellow/orange to help depict traffic lights.
2. Participants can make the kebabs by selecting which fruits they want to add to their kebab. They must correctly guess the name of the fruit to add.
3. A staff member at the stall, wearing gloves, will then hand out the pieces of fruit to the child and they will create their fruit kebab.
4. Once the kebab is completed it can then be consumed!

4. Apple bobbing

Aim: To incorporate health messages into a fun and interactive game with the opportunity to win a prize.

Equipment: Large container or inflatable pool, water to fill pool, selection of red and green apples with their stems, blank stickers, waterproof Nikko pen, colourful string, long rod with hook on the end, healthy prizes.



Method:

1. Write simple but effective healthy eating questions onto the stickers in the waterproof felt pen.
2. Tie the colourful string around the stems of the apples, to form a loop.
3. Set up a pool of water in the large container or pool and place all the apples in the pool.
4. From a distance ask participants to pick up an apple using a long rod. Each apple will have a question underneath which if answered correctly they win a prize, or simply get to eat the apple.



This activity can be adapted to any health promotion setting.



5. Mini Putt Putt golf activity for community events

Aim: To attract the public to your stall with a fun and interactive game, with the opportunity for participants to win a prize. The activity will incorporate key health messages, with designated health questions that participants must answer correctly to enter into the Putt Putt golf game.

Equipment (see layout of activity at right):

- 3 × 1 metre sheet of green felt or fake grass
- 6 metres of wooden or cardboard planks, to make the edges of the lane
- 1 small piece of tube tube/piping resting on its side (for golf hole)
- 4 golf balls (in case you lose any)
- 1 golf putting stick
- prizes

Method:

1. Set up a single laneway which has a golf hole at the end, using the 3 × 1 metre green laneway and make the sides with the wooden or cardboard planks.
2. Participants must firstly answer a healthy lifestyle/nutrition question and if they answer correctly, they can progress to the Putt Putt game.
3. Standing at the end of the lane (marked **X**) with the golf putting stick, participants have three opportunities to get a hole-in-one.
4. If they get a hole-in-one, they win a nutrition prize.

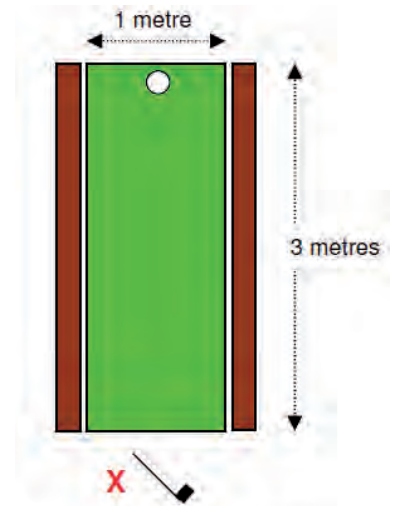
Prize options: cookbook, cooking apron, fruit and vegetable peeler, smoothie shaker, lunch box cooler, recipe card collection (any of the *Go for 2&5*® Resources)

Possible questions:

- How many serves of fruit should you eat each day, for good health?
- How many serves of vegetables should you eat each day, for good health?
- How much is one serve of fruit?
- How much is one serve of vegetables?
- How much physical activity should you do each day, for good health?
- What are the five core food groups?
- Name some of the health benefits to eating healthy?
- Why do you think it's important to eat well and regularly exercise?
- What benefits will eating healthy have in the long run?



This activity can be adapted to any health promotion setting.



TIP: Visit Spotlight or a material shop and ask to recycle the old rolls that the material goes on. These make great edges of the lane.



Equipment required if food is involved

This equipment list is to be used in conjunction with the previous equipment list to ensure food safety measures are followed.

Equipment

- ☐ Recipe cards for public (sufficient copies).
- ☐ Sufficient quantity of tables for different work areas
 - All workbenches, tables and trestle should be sturdy.
- ☐ Chemical fire extinguisher – only if naked flame is being used, e.g. BBQ. You should check with event coordinator about availability of fire extinguisher on site.
- ☐ If outside, the stall must be covered with a roof and three walls, to protect food from contamination (food safety regulation).
- ☐ Take water, cups and ice so people can have water.
- ☐ Food models if required.
- ☐ Clean utensils prior to use. Utensils could include:
 - chopping knives (with knife case which must be on at all times when the knife is not in use)
 - spoons
 - peeler
 - grater
 - can opener
 - tongs
 - spatula
 - any other relevant utensils.
- ☐ Cooking and serving equipment (try to only cook with one piece of equipment):
 - cook top
 - saucepans
 - wok
 - plastic bowls
 - disposable serving equipment, e.g. disposable spoons, forks, plates, toothpicks
 - serviettes
 - platters to present and carry food on
 - plastic wrap
 - thermometers and alcohol swabs
 - eskies
 - cutting boards – have different colours for different foods and never mix (e.g. green for fruit and vegetables, red for raw red meats, and white for raw chicken).



Cleaning products

- ☐ A temporary hand washing facility consisting of a water storage container (at least 20L, a greater storage capacity would be required for all day events) with a tap to release the water and a suitable container below to collect the wastewater such as a bucket. **This is required, as part of the Food Act, when serving food at temporary events.**
- ☐ Find out if washing up facilities are available at the event, if not prepare own with buckets, dishwashing liquid, dish cloth and hot water.
- ☐ Soap/sanitiser.
- ☐ Have instruction labels, e.g. waste water only; hand washing only; utensil washing only; no double dipping, single serve only.
- ☐ Rubbish bins with liners and lids (one for the public and one for the use by staff within the stall).
- ☐ Tea towels – only to be used for wiping up clean dishes.
- ☐ Paper towels.
- ☐ Bench spray/cleaner.





Cooking demonstration guide

Cooking demonstrations have been identified as one of the best ways of enticing people to stalls and increasing their knowledge of cooking.

Refer to the equipment list on [page 52](#) to establish the resources required for facilitating a cooking demonstration.

Choose a recipe that:

- takes no longer than 10 minutes to prepare (have side dishes, e.g. rice, already prepared and kept hot)
- uses at least one unfamiliar type of fruit or vegetable
- uses inexpensive ingredients
- is suitable for the audience's culture, religious beliefs, income level, needs and interests.

Before cooking demonstration

- Wash and chop ingredients and store in air-tight containers in fridge. Have separate containers for different ingredients (e.g. raw meat and raw vegetables).
- Ensure all utensils and equipment are clean before use.
- Ensure the workspace is clean and neat.
- Organise ingredients to ensure the smooth running of the demonstration.
- Have whole ingredients on hand to show preparation techniques.
- Display all ingredients and make the workspace visually appealing by displaying fresh produce.

Demonstration (refer to [page 56](#) for an example cooking demonstration schedule)

- Introduce the recipe.
- Provide background information on the topic.
- Discuss the method of the recipe – explain what you are doing as you go.
- Engage with the audience by asking them questions about their preparation techniques or foods they use in similar recipes.
- Provide samples of the recipe and the recipe card to the audience to encourage them to make the recipe at home. Provide other similar recipe cards if appropriate.

Tips

- Always buy fruit and vegetables when they are in season to obtain the cheapest price and freshest product.
- Buy local produce to support the local growers and to ensure all ingredients are available locally.
- Buy food the day before the demonstration to ensure it is fresh. If fresh produce is not available, use frozen or tinned fruit and vegetables or suitable alternatives.
- Always follow food safety regulations. Refer to [page 63](#) for *Food Safety Regulations*.
- Speak loudly and clearly.
- Advertise your cooking demonstration around the event. Refer to [page 61](#) for an example poster.



Recipe ideas

Choose recipes from *Go for 2&5® Healthy Food Fast* and *Living Strong Healthy Lifestyle Cookbook* as many of these recipes have been published onto take-home recipe cards and are simple, fast and healthy. Remember to always include the recipe cards for the meals chosen, and if the meal being prepared doesn't have one, please print some on cardboard, preferably in colour.





Case study: Cooking demonstration

2010 Punyahra – Health & Wellbeing Expo Cooking Demonstration

Punyahra Health & Wellbeing Expo is an annual Aboriginal and Torres Strait Islander community event held within the Logan–Beaudesert region of the Metro South Health Service District. Every year, members of the Nutrition Promotion Unit (NPU) attend the event to promote nutrition and healthy eating to the local Aboriginal and Torres Strait Islander communities. The Logan NPU team members, the community nutritionist and advanced health worker (nutrition promotion) promote healthy eating at this event by setting up static displays and facilitating enticing activities to draw participants to their stall.

In 2010, at the 10th Punyahra Expo at the Brigalow Country Music Club in Eagleby, the community nutritionist facilitated a number of cooking demonstrations to highlight how simple, inexpensive and flavoursome it is to prepare healthy meals.

A visually appealing and culturally appropriate nutrition promotion stall complimented the adjacent cooking demonstrations. The community nutritionist and advanced health worker (nutrition promotion) engaged with local Aboriginal and Torres Strait Islander community members, and informally discussed the benefits of healthy eating, with particular emphasis on improving fruit and vegetable consumption. The nutrition promotion stall aimed to raise awareness of the benefits of healthy eating, and improve knowledge and confidence in cooking healthy meals.

In planning for the cooking demonstration, the community nutritionist first decided on the recipe to demonstrate. She chose the Bush Beef Stir-fry from the *Living Strong Healthy Lifestyle Cookbook*, based on the ease of preparation, the colourful array of vegetables and because there were *Go for 2&5*® recipe cards for this recipe already printed (which meant participants would have access to the recipe to take home to reinforce the healthy eating message). Next, the community nutritionist discussed the cooking demonstration with the venue and the local council, in order to gauge the venue's facilities and food licensing requirements. The nutrition promotion stall location was determined early in the planning phase for the event, because the stall needed to be located close to running water and refrigeration. Thirdly, the community nutritionist arranged cost-price produce for the event through a local fruit and vegetable retailer. All the ingredients were purchased one day before the event and stored at the venue. The vegetables were pre-chopped to ensure effective time-management on the event day. The community nutritionist developed a cooking demonstration schedule and provided information to the event coordinators prior to the day, so the Master of Ceremonies could announce the demonstration times and promote the nutrition promotion stall.

The community nutritionist conducted the cooking demonstrations throughout the day, interacting with participants and providing small taste-test bowls of the meal. She explained alternate options for the meal (e.g. kangaroo instead of beef) and gave hints and tips on shopping for and storing fruit and vegetables. The advanced health worker (nutrition promotion) effectively interacted with the community during and after the demonstrations, to reinforce the key messages.

The evaluation of the cooking demonstration was through photo evidence and short questionnaire responses from the audience. Participants who observed the cooking demonstration were asked to answer four simple questions regarding the cooking demonstration, in order to go into the draw to win a healthy prize pack.



There were two questions relating to the knowledge and confidence to cook the recipe at home, one regarding recommended serving sizes of fruit and vegetables and one question rating the performance of the demonstrator.

Overall, the cooking demonstration was deemed successful. The enticing smells and colours attracted participants to the stall and the NPU staff were able to engage with the target audience. Participants were amazed at the ease of preparation and the taste of the meal and all planned to prepare the meal at home. Conducting a cooking demonstration at an event can assist in attracting participants to a nutrition promotion stall and can encourage individuals to make healthy lifestyle choices.



Kym McClymont, community nutritionist and Tanya Saldanha, advanced health worker (nutrition promotion) in action, facilitating the cooking demonstration and engaging with the community.



Case study: Taste testing activity targeting Aboriginal and Torres Strait Islander people

Brisbane Southside Aboriginal and Torres Strait Islander Ageing Well Expo 2010

The expo is an annual health promotion event. The aim of the expo is to promote healthy ageing to the Aboriginal and Torres Strait Islander population and aged care services within the Brisbane area, in particular older people.

To promote healthy eating at the event, members of the Nutrition Promotion Unit (NPU) provided healthy taste samples to attendees. They also coordinated a visually appealing and culturally appropriate static nutrition promotion stall full of nutritional information, resources and handouts for attendees to take as interested. *Kangaroo Skewers with Lemon Myrtle and Sweet Chilli Sauce* was the selected recipe for the food sample for the event. Refer to [page 60](#) for the recipe. The rationale for providing a taste sample was to promote and practically reinforce the healthy eating messages including; increasing fruit and vegetable consumption, encouraging consumption of traditional Aboriginal diets and/or re-incorporating into everyday diet, and to improve the nutritional knowledge and the health status of Aboriginal and Torres Strait Islander peoples who attended the event. The Kangaroo Skewers with Lemon Myrtle and Sweet Chilli Sauce provided a culturally safe, fun, practical, educational way to promote healthy eating messages. The nutrition staff were able to engage with people while tasting the sample to promote and reinforce the importance and benefits of healthy eating for the individual, family and community.

Adhering to local council food safety regulations, the NPU team prepared and served the Kangaroo Skewers with Lemon Myrtle and Sweet Chilli Sauce for attendees to sample at the expo. The careful planning and preparation made it possible for the taste samples to be provided and for the samples to be produced quickly and served at the correct temperature.

The equipment required to provide the taste samples:

- BBQ/cooking plate
- skewers
- kangaroo meat
- vegetables
- lemon myrtle marinade
- serving platters
- serviettes (*Go for 2&5*®).

NPU staff distributed the kebab samples throughout the day. The kebabs were served with *Go for 2&5*® serviettes. It was found that the kebabs were well received by the expo attendees; the kebabs were being eaten as soon as they were cooked. Those that tasted the meal commented that the kebabs were very colourful, tasted delicious and for many of the attendees the kangaroo reminded them of their childhood. All of the comments were positive regarding the use of the Kangaroo meat and lemon myrtle.



Note:

If an Aboriginal and/or Torres Strait Islander person refuses the offer of a Kangaroo Skewer with Lemon Myrtle and Sweet Chilli Sauce taste sample or any food taste samples, this could be because an ingredient in the taste sample is their Totem. Aboriginal and Torres Strait Islander peoples (generally) will not and/or cannot eat their Totems.

Check with local council regarding providing food samples at health promotion events and food safety regulations for safe food provision.





Example recipe for taste test

Kangaroo skewers with lemon myrtle and sweet chilli sauce

Quick and easy kangaroo recipe with Native Australian flavours

Serves: makes approximately 25 skewers

- 300g kangaroo fillet, cut into 2cm cubes**
- 1 tbs olive oil**
- 1 tspn ginger, grated**
- 1 garlic clove, crushed**
- 1 small red chilli, deseeded and sliced (optional)**
- 1 tsp ground lemon myrtle**
- 1 tbs sweet chilli sauce**
- Bamboo skewers, soaked for 20 minutes in water (to prevent from burning)**
- 1 punnet cherry tomatoes**
- 100g small button mushrooms**
- 1 red onion, cut into 2cm squares**
- 1 green capsicum, cut into 2cm squares**
- ¼ cup sweet chilli sauce, extra**
- Lime wedges, to garnish**



Mix kangaroo cubes in a bowl with olive oil, ginger, garlic, chilli, ground lemon myrtle and 1 tablespoon sweet chilli sauce. Marinate for minimum of 1 hour, ideally 2–3 hours if time permits.

Soak bamboo skewers in cold water for at least 20 minutes. Thread cubes of meat on to skewers with alternate vegetables (mushrooms, cherry tomatoes, red onion, and capsicum) threaded between the meat.

BBQ or pan fry on medium to high heat, until browned on the outside and just cooked through, for approximately 2 minutes on each side.

Serve skewers with extra sweet chilli sauce and lime wedges.

Recipe by Kym McClymont, Nutrition Promotion Unit, 2010



Advertising your cooking demonstration template

COOKING DEMONSTRATIONS

***FREE* taste testing!**



Nutrition Promotion Stall

(or insert name of stall here)

Cooking Demonstration/s
at (insert times)



[Link to Advertising your cooking demonstration template \(editable Microsoft Word document\)](#)



Food licence information

According to the *Food Act 2006*, non-profit organisations are exempt from obtaining temporary food licences if they attend **twelve or less** events in a twelve month period. Also if food is prepared as part of an educational or training activity, by a non-profit organisation, involving food preparation, hospitality or catering, they are also exempt. Even though a licence may not be required, you still have a responsibility to ensure that safe and suitable food is provided and complies with the *Food Standards Code*. This includes the design, construction and fit out of your premises, as well as adhering to all food safety measures. For more information on temporary food licensing and the *Food Act 2006*, please contact your local council. For more information on food safety, please refer to [page 63](#).





Food safety regulations

Food safety

- Ensure all staff involved with food preparation and handling have completed food safety training. You can access a free food safety training at www.logan.imalert.com.au. You can also attend food safety sessions conducted by your local city council.
- Follow the five key areas of food safety:
 1. Keep everything clean
 2. Separate raw and cooked foods
 3. Cook thoroughly
 4. Keep food at safe temperatures
 5. Use safe water and raw materials.
- Read through the *Food Standards Code* on the Food Standards of Australia and New Zealand website: www.foodstandards.gov.au. This outlines the food safety practices that must be followed. These include:
 - ☐ Keep ready-to-eat perishable food out of the temperature 'danger zone' between 5 and 60°C. This is keeping cold food below 5°C and hot food above 60°C. If the food must be left in this zone, then the '2 hour 4 hour rule' must be followed.
 - ☐ The 2 hour 4 hour rule:
 - Food left in the danger zone for less than 2 hours must be stored below 5°C or used immediately
 - Food left in danger zone for 2 to 4 hours must be used immediately
 - Food left in danger zone for more than 4 hours must be thrown away
 - If in doubt, throw it out.

Rationale for complying with food standards

The *Food Standards Australia New Zealand (FSANZ) Food Safety Standards* and the *Food Act 2006* must be complied with because:

- City councils licence and monitor temporary food stalls in accordance with these documents.
- The *Food Safety Standards* are based on a preventative approach to food-borne illness and are designed to ensure food businesses produce food that is safe to eat.
- Temporary food stalls can pose a higher risk to consumers than food shops due to their temporary nature and lack of permanent cleaning, storage, refrigeration and heating facilities. Therefore, it is vital that you follow and comply with these guidelines to ensure you are providing your consumers with safe food.



Food safety at the event:

- Personal hygiene:
 - hair tied back or hair net worn
 - no jewellery worn
 - aprons and hats for food handlers
 - appropriate footwear and clothing to ensure health and safety and protect food from the body
 - disposable gloves (blue coloured) to be worn while handling food – change gloves regularly particularly when touching raw and ready-to-eat foods
 - coloured band-aids
 - hand wash/antibacterial hand gel.
- All food handlers must frequently and thoroughly wash their hands with running water (preferably warm) and liquid soap:
 - before starting work
 - before and after handling food
 - after using a toilet
 - in-between handling raw food and food that is cooked or ready-to-eat
 - after handling garbage
 - after coughing, sneezing, blowing their nose, eating or drinking
 - after touching their hair or face
 - after touching another person, including shaking hands
 - after any other unhygienic activity.
- Wash all fruit and vegetables before cooking or eating.
- If you need to thaw frozen meat, do so in the refrigerator.
- Provide single serves of your product. Use disposable cups, spoons, plates, toothpicks to minimise the amount of handling by the public.
- Display small quantities of the food on platters so that food samples have less time to become contaminated.
- Supervise the samples to ensure that customers do not contaminate the food.
- Provide litter containers so that the public can dispose of food rubbish.
- Use tongs and gloves when handling samples.
- Designate one person to cook and handle food and all others to engage with community (to avoid cross contamination).
- Ensure prepared food is stored in air-tight containers in the refrigerator. Ensure the containers are not too large as the centre may not cool to the correct temperature.
- All food must be kept above the ground at all times.
- All food should be covered or stored in closed containers with close-fitting lids.
- Do not mix fresh food with old food (e.g. do not put freshly cooked food with food that has been in a Bain Marie).
- If outside, your tent needs to have three sides, a roof and a floor.



- Display food licence details on the wall of your stall (if applicable).
- A thermometer should be used to measure the temperature of potentially hazardous food. Probe thermometers are recommended and must be cleaned with an alcohol swab before use and between checking the temperature of each type of food.
- Rubbish bins must be emptied and cleaned regularly. Protect rubbish bin areas from pests and birds.

Refer to [page 52](#) for more information on *Equipment required if food is involved* to ensure your stall will be equipped with adequate food safety materials.





Food allergy information

- Have a list of ingredients on display at the event (particularly if taste testing) so attendees can identify the ingredients and any relevant allergies.
- Avoid cooking with high-allergenic foods such as peanuts or shellfish. If a recipe does contain a high-allergenic food, then you should clearly display this at the stall to ensure people with these allergies do not consume the food.
- Choose recipes from the recipe books *Go for 2&5® Healthy Food Fast* and *Living Strong Healthy Lifestyle Cookbook* as most recipes do not contain high allergenic foods and they are quick, easy and healthy recipes.
- For further information on food allergies visit:
 - The FSANZ website <http://www.foodstandards.gov.au/>
 - Better Health Channel Food Allergy and Intolerance fact sheet http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Food_allergy_and_intolerance/





Useful websites and resources

Useful websites (with specific activities for events)

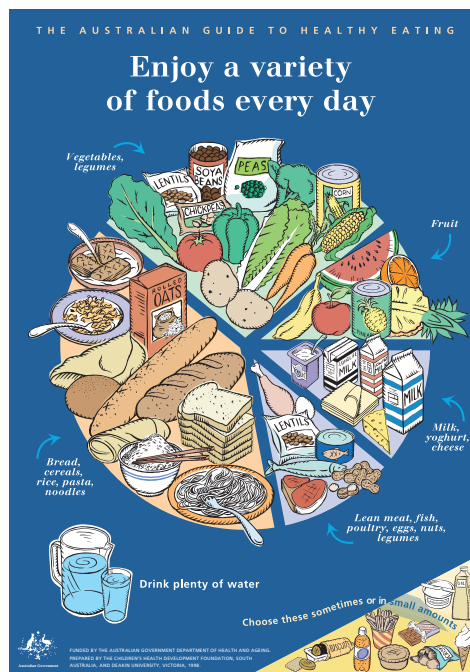
- www.swapit.gov.au
- www.gofor2and5.com.au

Useful resources

- Australian Guide to Healthy Eating Brochures and Pamphlets (Background information for consumers).
- Public Health Nutrition Team brochure (relevant brochure to area, e.g. Southern Area Population Health Services) – explains what public health nutrition teams are and what they do and locations.
- Advanced Health Workers brochure – explaining their role and contact details
- Community Nutritionist brochure – explaining their role and contact details
- *Go for 2&5*® pamphlets
- *Living Strong* pamphlets

Ordering Queensland Health material

Contact Frank Vine (Ph 3234 0842) and request material that can be posted or collected in person.





Relevant resources for different target groups

For infants

- Ready for solids?
- Fun not Fuss with food
- Get up and Grow – Healthy eating and physical activity for early childhood

For children, adolescents, schools

- Active kids are healthy kids
- Kids snacks and lunches
- Dietary Guidelines for Children and Adolescents in Australia
- Great food for young people
- Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools

For adults

- Dietary Guidelines for Australian Adults
- Swap It Don't Stop It national social marketing campaign
- Better eating for a healthier lifestyle
- What's your healthy weight range?
- Lighten Up resources

For Aboriginals and Torres Strait Islanders

- Healthy Murri Healthy Islander – Strong hearts, Strong Bodies
- Eat Well Be Active – Murri People/Ailan People
- It's your life so make the most of it – A guide for Aboriginal and Torres Strait Islander peoples
- Living Strong – A healthy lifestyle program for Aboriginal and Torres Strait Islander Communities
- Growing Strong – Feeding you and your baby
- Foodcents for Aboriginal and Torres Strait Islander Communities
- The Aboriginal and Torres Strait Islander Guide to Healthy Eating

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