Family Wellness: Creating a Healthy, Happy Family

**Description:** This Project is a set of seminars over the course of four weeks in which families learn the following: how to make exercise fun and involve the whole family, how to eat healthier as a family, how to communicate better with the family, and how to make family goals that involve the whole family.

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Health Promotion

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Family Wellness
Creating a Healthy, Happy Family

By Tyley Call
November 16, 2015
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Overview

When considering family wellness there are a few things to take into consideration. We all want to have success in our careers and personal achievements and it is possible to have those same feelings of success with our families! The purpose of this Unit Plan is to teach families about ways to be healthy together and also to create unity and fun for families. This is done by teaching mothers, fathers, and children about ways to eat healthy, create fun recreation for everyone, communicate well, and set goals as a family.

These processes will help families realize the importance of staying healthy and staying united as a whole within their families. The activities and lesson plans will give families ideas on ways to help themselves and each other stay well and live happy lives together.
Course Focus and Lesson Plans

This unit plan will help families recognize the importance of being well as a family. It incorporates some aspects of a healthy family life that may be overlooked from time to time. Most families know what needs to happen in order to have optimum success and these activities and lessons give families the opportunity implement them and put them to action. The lesson plans are designed to teach approximately 5 families but can be adjusted if necessary. Each lesson plan goes about 50 minutes.

Course:

Family Wellness: Creating a Healthy, Happy Family

Target Audience:

Families

Lesson Plans:

i. Nutrition for Families on a Budget
ii. Exercise and Recreation Fun for the Whole Family
iii. Healthy Family Communication is Key
iv. Personal and Family Goal Setting
Goals and Objectives

Course Goal:

To help families learn and develop skills that will encourage wellness and create feelings of happiness and unity. Wellness skills such as healthy eating, exercise and recreation, healthy communication, and personal and family goal setting will be developed.

Course Objectives:

1. By the end of this four week course, families will learn the basics of healthy skills to help their families become more unified and well as a whole.

2. By the end of this four week course, families will feel more unified in their efforts to be well. They will feel capable to implement the healthy skills they have learned and will feel a sense of accomplishment that they are learning and implementing the healthy skills.

3. By the end of this four week course, families will be able to put the healthy skills which they have learned to action and continue to make healthy habits that fit uniquely with their individual families.
Lesson One:
Healthy Meal Planning for Families on a Budget
Lesson Plan 1:
Healthy Meal Planning for Families on a Budget

Goal: To help families recognize some ways to have proper nutrition on a budget and help the families implement them into their daily meals.

Objectives:
- Cognitive: Families will learn new ways to eat healthy on a budget.
- Affective: Families will feel like they are able to implement the skills they have learned and feel a greater desire to eat healthy.
- Behavioral: Families will practice figuring out nutritious meals on a budget.

Activities:

Before We Begin: (5 minutes)
Have each individual sign in on the sign in sheet (see appendix V). Hand out to each person the “Pre-Evaluation” handout (see appendix N) and a pen or pencil. Be sure to emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

Introduction: (5 minutes)
Ask these questions:

- Is it hard to plan healthy meals on a budget?
- What are some ways you have thought of to stay in your budget and also have a healthy meal?

Activity 1: Create a Grocery Game Plan (20 minutes)

Purpose: To help families practice planning healthy meals on a budget.

Materials Needed:
- Pens and/or Pencils
- “Meals You Want to Make” handout (see appendix A)
- “Food We Have on Hand” handout (see appendix B)
- “Create a Grocery Game Plan” calendar handout (see appendix C)

Description: Have families pull out the “Meals You Want to Make” handout and have the families discuss their HEALTHY meals they would like to make for the following week.
(favorite recipes). Explain to them that they need to be healthy, balanced meals (protein, grains, fruits, and veggies) and if they aren’t balanced to add foods that will make it a balanced meal. After about 5 minutes of them discussing and writing down their meals, have them pull out the “Food We Have on Hand” and have them think and write down all of the foods they currently have in their cabinets, freezer, and refrigerator (encourage them to go home and continue to write down all that they have). Explain to them that this will help them save money by not wasting the food they already have. After about 5 minutes of them discussing and writing down, have them pull out the “Create a Grocery Game Plan” handout and write down a meal for each day of the week. Encourage them to refer back to the other two handouts and incorporate the meals they thought of and the foods they already have on hand. After about 10 minutes of them writing down meals, explain the reason why they are doing this is because it creates an exact list of the things they need to buy for the upcoming week. This will help them stay on budget and decrease impulse buying.

**Evaluation: (5 minutes)**

- Encourage the families to go home and finish creating the meal plans for the entire month.
- Encourage them to look online at Pinterest, kraft.com, and other recipe websites to try new healthy recipes.
- Ask them if they have any questions regarding anything that has been discussed up to this point.

**Activity 2: Smart Shopping for Veggies and Fruits Tips (8 minutes)**

*Purpose:* to share with parents some tips on how to stay on budget and still encourage healthy eating in their homes.

*Materials Needed:*

- “Smart Shopping for Veggies and Fruits” handout (see appendix D)

*Description:* Hand out the “Smart Shopping for Veggies and Fruits” handout and briefly go through each one with them.

*Evaluation: (2 minutes)*

- Encourage them to use these tips as a means for saving money and to incorporate the things they learn while planning their meals for the rest of the month.
- Explain that these tips are very helpful when planning meals for their families.
- Ask the families if they have any questions on any of them.
Before We Leave: (5 minutes)

Hand out to each person the “Post-Evaluation” handout (see appendix O) and a pen or pencil. Again, emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

References:

- choosemyplate.gov
Lesson Two:
Exercise Fun for the Whole Family
Lesson Plan 2:
Exercise Fun for the Whole Family

Goal: To give families ideas and ways in which to exercise and involve the whole family as much as possible.

Objectives:
- Cognitive: Families will learn about exercises and recreational activities that involve the whole family.
- Affective: Families will feel confident in choosing exercise and recreational activities that involve the whole family and will feel happy and unified with their family.
- Behavioral: Families will practice participating in exercise and recreational activities together. They will also practice coming up with ideas of exercise and recreation that will involve the whole family.

Activities:

Before beginning: Set up the room so it is open for families to the relay activity (see explanation below for details).

Before We Begin: (5 minutes)

Have each individual sign in on the sign in sheet (see appendix V). Hand out to each person the “Pre-Evaluation” handout (see appendix P) and a pen or pencil. Be sure to emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

Activity 1 (Icebreaker): How Active Is Our Family? (5 minutes)

Purpose: To help families recognize the things that they are doing together (activities that are considered exercise-related) and help them get ideas and develop more active things to do together as a family.

Materials Needed:
- Pens and/or pencils
- “Family ‘Active’-ities” handout (see appendix E)

Description: Ask families what active things they enjoy doing all together while handing out the “Family ‘Active’-ities” handout. Refer them to the left column of the page and
have them write down all the activities they do currently with the whole family that is considered active.

**Activity 2: Relay Race (25 minutes)**

*Purpose:* To help families experience and see all of the different family activities they can do together.

*Materials Needed:*
- “Family Relay” Handout (see appendix F)
- Pens and/or pencils
- Prizes for the family that wins!

*Description:* Have each family spread out so they have a good amount of room between them. Hand out the “Family Relay” handout and a pen or pencil to each of the families. Have each family keep the “Family Relay” handout turned facedown. When you say “go” (after explaining the rules to them), they will flip the handout over and do as many of the tasks on the sheet as they can (marking them off as they go). First family to accomplish all of the tasks on the handout get a prize. **Note:** be sure to go around to each of the families and make sure they aren’t cheating or cutting corners!

**Activity 3: Planning Family ‘Active’-ities (5 minutes)**

*Purpose:* To help families come up with fun active exercises that involve the whole family and write them down so they can remember and implement them into their family life.

*Materials Needed:*
- Pens and/or pencils
- “Family ‘Active’-ities” handout (see appendix E)
- “Active Family Ideas” handout (see appendix G)

*Description:* Refer each family back to their “Family ‘Active’-ities” handout. Have them write down different kinds of active activities they have enjoyed or would like to do. Give them the “Active Family Ideas” handout. Encourage them to incorporate and plan for the activities they want to try and have already done in the past. Explain that it is important for families to do activities together regularly because it builds family bonds and creates more unity in the home.
Evaluation: (5 minutes)

- Observe the families participating in the relay race.
- Did you enjoy the relay race?
- What kinds of activities from the relay race could be used on their own as a fun activity for the family? Which ones were your favorites?
- How do you feel about the activities that were thought of and also given to them?
- Did writing down what you did as a family before and what you want to try and continue to do help you in coming up with more ideas?
- Do you feel more confident in your ability to think of fun and active activities for the whole family?
- What are you going to do with this information?

Before We Leave: (5 minutes)

Hand out to each person the “Post-Evaluation” handout (see appendix Q) and a pen or pencil. Again, emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

References:

Lesson Three:
Healthy Family
Communication is Key
Lesson Plan 3:
Healthy Family Communication is Key

Goal: to help families communicate better with one another so that there is better unity and less contention throughout the home.

Objectives:

- Cognitive: Families will learn about two different types of communication and ways to communicate most effectively in certain situations. Checking your temperature emotionally
- Affective: Families will feel confident about their communication skills and have a desire to change the way they communicate with their families. Emotional mindfulness. Time out, Gottman.
- Behavioral: Families will participate in different scenarios in which effective communication is used. Active listening

Activities:

Before beginning: set up the room where the families are sitting in a row or circle without a table in the middle of them.

Before We Begin: (5 minutes)

Have each individual sign in on the sign in sheet (see appendix V). Hand out to each person the “Pre-Evaluation” handout (see appendix R) and a pen or pencil. Be sure to emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

Introduction (Icebreaker): (2 minutes)

Briefly discuss the two different types of communication we are going to cover for that day.

- Verbal Communication: sharing of information by using speech (8% how we communicate).
- Non-verbal Communication: behavior and elements of speech (such as pitch speed, tone, and volume) aside from the words themselves that transmit meaning. Also includes gestures, facial expressions, body posture, stance, eye movements and contact, and appearance (92% how we communicate).
Activity 1: Feeling-Word Description (15 minutes)

Purpose: To help families practice using different words to describe how they are feeling.

Materials Needed:

- “Explain How You Feel” handout cut into strips with one of the words on each strip and folded (each family gets a set of word strips) (see appendix H)
- Not required: a basket, bowl, or bag to put the set of strips in

Description: Hand out a set of “Explain How You Feel” handout strips to each of the families. When you say “go”, each family member will take a turn grabbing one of the strips of paper and explaining that feeling word to their family WITHOUT saying the actual word (for example: if the word was happy I would explain it as being joyful, glad, etc. but NEVER use the actual word ‘happy’). The family then has to guess the word they are trying to explain. The family who gets through all of the words first is the winner and all the other families have to stop. Note: They CANNOT act out the word. They can only use other words to explain the word drawn.

Activity 2: Family Charades (15 minutes)

Purpose: To help families act out different scenarios that commonly happen in the family and help them understand the importance of choosing their non-verbal communication wisely and also to help them understand the importance of using verbal communication when communicating.

Materials Needed:

- “Family Charades” handout cut into strips with one of the scenarios on each strip and folded (each family gets a set of scenario strips) (see appendix I)
- Not required: a basket, bowl, or bag to put the set of strips in

Description: Hand out a set of “Family Charades” handout strips to each of the families. When you say “go”, each family member will take a turn grabbing one of the strips of paper and acting out what it says on it. NO TALKING ALLOWED! The family then has to guess what they are trying to act out. The family who gets through all of the strips first is the winner and all the other families have to stop.
**Evaluation: (8 minutes)**

- What did you learn about your family communication skills as you did the activities? Do you need to improve?
- What were some positive things you saw as you were doing the activities?
- What were some of the things that you struggled with as a family during the activities?
- Wasn’t it interesting that during the charades, certain hand gestures and non-verbal cues were easy to get (example: a finger shake means punishment or hands on the hips means upset). Why do you think that those types of things are so easy to pick up on?
- Why was is so hard not to act it out during the word description activity?
- Explain to the families that each person plays a major role in the way communication happens in a home. Why do you think this is the case? (Use example: “If mom ain't happy, no one is happy” and how that applies to everyone not just moms. If someone isn’t communicating properly, it changes the whole dynamic in a family).
- **Homework:** encourage everyone to make an effort to try and communicate better with their family members. Instead of instantly getting mad, tell the person how you feel when they do what they are doing, talk it out. Instead of shaking your finger or rolling your eyes, try a hug or a gentle hand on the shoulder and discuss what is making you upset.

**Before We Leave: (5 minutes)**

Hand out to each person the “Post-Evaluation” handout (see appendix S) and a pen or pencil. Again, emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

**References:**

- Rudi Barrios’ content presentation handout on Communication
- [http://www.businessdictionary.com](http://www.businessdictionary.com) (definitions for verbal and non-verbal communication)
- [http://www.ehow.com/list_6018794_activities-verbal-communication-skills.html](http://www.ehow.com/list_6018794_activities-verbal-communication-skills.html)
- [http://www.thesaurus.com/browse/emotion](http://www.thesaurus.com/browse/emotion)
Lesson Four:
Personal and Family Goal Setting
Lesson Plan 4:  
Family Goal Setting

Goal: To help families understand the importance of setting family goals together.

Objectives:

- **Cognitive**: Families will learn how to set effective goals as a family.
- **Affective**: Families will feel the importance of setting and accomplishing family goals.
- **Behavioral**: Families will be able to write down family goals. They will be able to create ways in which they can accomplish those goals as a family.

Activities:

**Before We Begin: (5 minutes)**

Have each individual sign in on the sign in sheet (see appendix V). Hand out to each person the “Pre-Evaluation” handout (see appendix T) and a pen or pencil. Be sure to emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

**Activity 1 (Icebreaker): Goal-Making Tips (5 minutes)**

*Purpose*: To help families understand how to make effective and lasting goals as a family.

*Materials Needed:*

- “SMART Goals” picture overhead (see appendix J)
- “SMART Goals Tips” handout (see appendix K)

*Description*: Tell families about the how to set SMART goals as a family. Show them the picture (see appendix J). Hand out the “SMART Goals Tips” handout and briefly go through each of the tips. Ask if there are questions or comments while discussing.
Activity 2: Brainstorm Family Goals (10 minutes)

Purpose: To help families brainstorm ideas of goals that they would like to make as a family.

Materials Needed:

- “Desired Family Goals” handout (see appendix L)
- Pen and/or pencils

Description: Hand out the “Desired Family Goals” handout and have each of the families brainstorm and come up with family goals that they want to accomplish. Have them keep in mind the tips we just discussed and also all of the other lessons and activities they have done for the past days they have come (i.e. nutrition, exercise, and communication). Assure them that they can be any kind of goal as long as they follow the SMART tips we discussed. Encourage them to make goals that will be challenging (but SMART) and that will require all of the family member’s efforts. Have them work on it for about 10 minutes.

Activity 3: Create a Family Goal (20 minutes)

Purpose: To help families create an attainable goal that will improve their family unity and help their family grow in wellness together.

Materials Needed:

- Poster board for each member of the family
- Markers, pens and/or pencils
- Sample poster board for referencing posted on the front of the room somewhere (see appendix M for mini version)

Description: Pass out the poster board and markers to each family. Have each family look at their brainstorm list of goals and have them pick one of the goals they wrote down that they can start right now. Explain that there may not be enough time to plan all of it right now but strongly encourage them to continue to make this goal a reality. (Refer to the sample poster while explaining) Have each family write down a title for the goal they want to accomplish at the top. On one side of the poster, write down smaller goals that need to be accomplished to make the big goal a reality. On the other side of the poster, write down each family member’s name and what they need individually to accomplish the ultimate goal. Tell them when they have finished the poster to put it in a high-traffic area where people can pass by and remind themselves what they need to do.
Evaluation: (5 minutes)

- What kinds of goals did you come up with initially?
- Which goals did you find were the most important to your family to achieve at this time?
- Was it helpful to write down some smaller goals to help you achieve the big one?
- Do you feel more confident about continuing your goal making and achieving in the future?
- Are there any questions regarding anything you did or we talked about?
- Strongly encourage them to do similar planning with the other goals they have written down on the “ Desired Family Goals” handout.

Before We Leave: (5 minutes)

Hand out to each person the “Post-Evaluation” handout (see appendix U) and a pen or pencil. Again, emphasize that their honesty and thoughtfulness is crucial as it helps you to improve the lesson plans for future families.

References:

Appendix A

Meals You Want to Make

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Appendix B

Food We Have on Hand

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Appendix C

(pdf and printable version of this handout available here:
http://choosemyplate.gov/budget/downloads/grocery_gameplan_interactive.pdf)
Appendix D

(pdf and printable version of this handout available here: 
http://choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet9SmartShopping.pdf)
Appendix E

Family ‘Active’-ities

<table>
<thead>
<tr>
<th>Current Family Activities</th>
<th>Future Family ‘Active’-ities</th>
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Appendix F

Family Relay

- Grab another player from your family and pretend like you are throwing a Frisbee to them three times (you throw, they throw back, you throw back).
- Pretend like your entire family is jump roping all together (have two people on the end swinging the rope and the rest jumping in unison). Must jump together 5 times.
- Pull up a dancing song on someone's phone and dance for at least 15 seconds of the song (if you don't have a phone, everyone must sing a song and dance to it at the same time).
- Whole family take a jog around the room (don’t hurt anyone!).
- Everyone pretend like they are doing hopscotch (i.e. everyone line up in a single line and one-by-one go through the pretend hopscotch).
- Everyone in unison, do at least three kinds of yoga poses and hold them for 10-Mississippi’s each (if you don’t know any yoga poses you can do some sort of stretch as long as everyone is doing the same stretch).
- Everyone do 10 jumping jacks
- Everyone pretend like you are in a basketball game. Each person (one at a time) will compete against the rest of the family and pretend to get through them to do a layup (for those little kids who don’t know what a layup is, they can just pretend to dribble the ball).
Appendix G

Active Family Ideas

- Pre- or post-dinner walks
- Dance party at your house
- Take the stairs rather than the elevator or escalator
- During the TV commercials, do simple exercises (squats, push-ups, sit-ups, jumping jacks, etc.)
- Weekly sports nights with the whole family
- Charity walk or run
- Create a one-of-a-kind relay race
- Work in the yard day
- Create and maintain a garden together
- Walk your dog or a neighbor’s dog (or both!)
- Physical participatory video games (Just Dance, Zumba, Wii Sports, etc.)
- Family hopscotch competition
- Family jump roping
- Go to a nearby park and play Frisbee
- Go to a nearby park and play on the playground (or get a playground of your own!)
- Take an active class together (such as martial arts, yoga, dance, etc.)
Appendix H
Explain How You Feel

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Upset</td>
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<tr>
<td>Happy</td>
<td>Sad</td>
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<tr>
<td>Argum@ntative</td>
<td>Uptight</td>
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<td>Worried</td>
<td>Stressed</td>
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<td>Tired</td>
<td>Exhausted</td>
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<tr>
<td>Excited</td>
<td>Joyful</td>
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<tr>
<td>Love</td>
<td>Concern</td>
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<tr>
<td>Sympathy</td>
<td>Calm</td>
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<tr>
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<td>Shame</td>
</tr>
<tr>
<td>Annoyed</td>
<td>Confident</td>
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<td>Glad</td>
<td>Hunger</td>
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### Appendix I
Family Charades

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angrily shaking your finger</td>
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<tr>
<td>Rolling your eyes</td>
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<tr>
<td>Ignoring</td>
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<tr>
<td>Eye contact</td>
</tr>
<tr>
<td>Hugging</td>
</tr>
<tr>
<td>Slouching</td>
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<tr>
<td>Pouting</td>
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<tr>
<td>Smiling</td>
</tr>
<tr>
<td>Frowning</td>
</tr>
<tr>
<td>Putting hands on hips</td>
</tr>
<tr>
<td>Pleading</td>
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<td>Waving</td>
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<tr>
<td>Kissing</td>
</tr>
<tr>
<td>Winking</td>
</tr>
<tr>
<td>Yes (nodding head)</td>
</tr>
<tr>
<td>No (shaking head)</td>
</tr>
</tbody>
</table>
Appendix J

Goal Setting

Specific
Measurable
Attainable
Relevant
Time-bound

SMART
Appendix K

SMART Goals Tips

- Be SMART when setting family goals
- Every family member should participate in setting and achieving the goals
- Don’t have too many goals at once
- Pick a time that is best for your family to achieve the goal. It doesn’t have to be at the beginning of the year
- Write down your family goals and put them in a visible, high traffic area in your home
- Schedule time on your calendar to sit down and review how you are doing with your family goals and if you need to make any changes
- SUGGESTION: use a table flip chart when discussing your family goals so as to let everyone see and participate
Appendix L
Desired Family Goals

1. _______________________________
2. _______________________________
3. _______________________________
4. _______________________________
5. _______________________________
6. _______________________________
7. _______________________________
8. _______________________________
9. _______________________________
10. _______________________________
Appendix M

Small Goals:

1. 
2. 
3. 
4. 
5. 
6. 
7. 

Sarah:

1. 
2. 
3. 

Mom:

1. 
2. 
3. 

Dad:

1. 
2. 
3. 

Cameron:

1. 
2. 
3. 

[Name of Goal Chosen]
Appendix N

Pre-Evaluation

Please answer honestly. Rate these statement based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>5</th>
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<tbody>
<tr>
<td>I feel comfortable planning a healthy meal.</td>
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<tr>
<td>I feel comfortable budgeting healthy meals.</td>
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<tr>
<td>I feel comfortable using media (social media, the internet, etc.) to plan healthy meals.</td>
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<tr>
<td>I enjoy eating healthy.</td>
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Comments:

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Appendix O

Post-Evaluation

Please answer honestly. Rate these statements based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>I feel comfortable planning a healthy meal.</td>
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<tr>
<td>I feel comfortable budgeting healthy meals.</td>
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<tr>
<td>I feel comfortable using media (social media, the internet, etc.) to plan healthy meals.</td>
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<tr>
<td>This seminar was helpful.</td>
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<tr>
<td>I will continue to use the skills I was taught at home.</td>
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What did you find most helpful in this seminar?

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Recommendations/Comments:

_____________________________________________________________________________
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Appendix P

Pre-Evaluation

Please answer honestly. Rate these statement based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>I exercise regularly.</td>
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<tr>
<td>I enjoy exercising.</td>
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<tr>
<td>I feel comfortable planning activities that involve all of my family.</td>
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<tr>
<td>I enjoy participating in active happenings with my family members.</td>
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Comments:

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Appendix Q

Post-Evaluation

Please answer honestly. Rate these statement based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale</th>
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<tbody>
<tr>
<td>I feel comfortable planning activities that involve all of my family.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I understand the benefits of exercise.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>This seminar was helpful.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>I will continue to use the skills I was taught at home.</td>
<td>1 2 3 4 5</td>
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</table>

What did you find most helpful in this seminar?

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Recommendations/Comments:

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Appendix R

Pre-Evaluation

Please answer honestly. Rate these statements based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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<tbody>
<tr>
<td>I feel confident communicating with my family.</td>
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<tr>
<td>I know what verbal and non-verbal communication is.</td>
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<tr>
<td>My family communicates well together.</td>
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<tr>
<td>I feel comfortable active listening with members of my family.</td>
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Comments:

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Appendix S

Post-Evaluation

Please answer honestly. Rate these statements based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
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<tbody>
<tr>
<td>I feel confident communicating with my family.</td>
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<tr>
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<tr>
<td>My family communicates well together.</td>
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<tr>
<td>I feel comfortable active listening with members of my family.</td>
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<tr>
<td>This seminar was helpful.</td>
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<tr>
<td>I will continue to use the skills I was taught at home.</td>
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What did you find most helpful in this seminar?

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Recommendations/Comments:

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Appendix T

Pre-Evaluation

Please answer honestly. Rate these statement based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>How good is your knowledge of goal setting?</td>
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<tr>
<td>How important do you feel goal setting is?</td>
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<tr>
<td>How important is it to accomplish the goals you set?</td>
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How often do you set goals?
______________________________________________________________________________

How do you set your goals? (i.e. write them down, just think about them, etc.)
______________________________________________________________________________
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Comments:
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Appendix U

Post-Evaluation

Please answer honestly. Rate these statement based on whether or not you agree with them on a 1 to 5 scale. If you disagree, circle 1. If you totally agree, circle 5.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
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<tbody>
<tr>
<td>How good is your knowledge of goal setting?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>How important do you feel goal setting is?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>How important is it to accomplish the goals you set?</td>
<td>1 2 3 4 5</td>
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</table>

Do you feel comfortable setting goals as a family after taking this seminar? Explain.

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What did you find most helpful in this seminar?

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Recommendations/Comments:

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Appendix V

Sign-In Sheet

<table>
<thead>
<tr>
<th>Male/Female</th>
<th>Age</th>
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Analysis

What Worked

I thought overall things went pretty well. The seminars flowed nicely and everyone seemed to be enjoying themselves while they were there. The feedback from those who participated are very positive. The people who attended said they learned a lot from it and worked to implement what they had learned into their lives, which was the goal of this project. And even if the knowledge that they learned wasn’t implemented, at least the facts and resources were brought to their minds. I also had a really fun time teaching the lessons and helping the participants realize how much easier it is to stay healthy despite what they may have previously thought.

What Did Not Work

Some of the people who said they would come didn’t show up. It was difficult keeping people committed to coming. The group that did come was consistent at coming to every seminar but nobody else showed up (except one of the seminars had one other person). Obviously my publicizing about the seminars wasn’t done very well.

Sometimes it was difficult to keep their attention throughout the seminars. I need to think of some good ways to bring the group back to the topics. Also the amount of time given for some of the bigger activities wasn’t enough. I tried to keep us within an hour for each seminar but for a couple of seminars we went about 15-20 minutes over because I didn’t take into account just how long the activities would take.

What I Would Do Differently

I would give myself some more time to publicize my seminars and then maybe have the seminars in a different setting instead of my home. I thought it might be a fun idea if I actually went to their home and did the seminars there. I would also maybe have people sign a contract to commit them to taking the classes every week. If I did it in their homes, it would cater more towards that particular family and then I wouldn’t have to have them sign a contract.

As far as the actual seminars go, I would have liked to have a bit more time for some of the activities we did. I thought I had planned ample time for each of the activities but apparently not. I would have also liked to have the lesson plans more memorized so I didn’t have to keep referring back to the paper.

The Skills and Knowledge Helped

All of the skills and knowledge learned in my degree were very helpful! I learned how to keep the class interesting with my public speaking class, I learned the different dynamics of families in my CFS classes, and I learned how to make health simple for people to understand. One of the things I used a lot in my seminar was the different kinds of methods of teaching in my methods class for my health promotion
leg. In that particular class, everyone was required to make a presentation with a handout on a different teaching method and then we were given a topic on health and had to present that using the different methods we learned about previously.

Who Benefitted and How

I think I benefitted most from this experience. It helped me develop the things I’m good at already and strengthen the things I need to improve on when it comes to presentations, research, organization, public speaking, etc. The other people who benefitted from this experience are those who attended the seminars. In every pre-evaluation, I asked them about their comfort/education level in all the topics we were going to discuss. Most of them put about a 1 or 2 on a scale of 1-5. However, in all of the post-evaluations, their comfort/education levels came up to some 4’s but mostly 5’s. I would say they benefitted from the knowledge and activities we did. Other who will benefit from these seminars are my future children. Because of these seminars, I was able to get some ideas on how to improve family’s overall health. The activities we did in the actual seminars and the knowledge I have on where to find good ideas for family health will help me teach my kids how to live happy, healthy lives. Others who might benefit from this experience would be other families who go through my seminars. I would love to have the opportunity to share these seminars with more and more families, improving the seminars each time I do them.

How I will Share

I will share these seminars with families who are interested in learning more about how they can become healthier and happier. I will do this by offering my services to others. I would love to go into schools or family programs and teach them. I will share the knowledge and skills I have learned with my own family and with my friends. I would also love to do these seminars with my church group and all around my community. I think it would be so great if I was even able to go to countries throughout the world and teach them the basic principles of health and nutrition.
A Research Approach to Healthy Families

Tyley Call

Weber State University

November 16, 2015
A RESEARCH APPROACH TO HEALTHY FAMILIES

A Research Approach to Healthy Families

There are a lot of things to consider when bringing together three different, but complementary emphases. How is this accomplished? What are the most important topics to present from each area? What sort of project will I be passionate for? These questions and many more have consistently come to mind as I have thought about what I want to do for my project. I knew that I wanted to share the knowledge I have gained over the course of my college career with others, I just didn’t quite know how to do it. My three areas of emphasis are as follows: Family and Child Studies, Communication, and Health Promotion. In these succeeding moments, I will discuss the research I found related to each area of emphasis that has helped me decide the final incorporation of all three emphases.

**Family and Child Studies Research**

During my research for my family and child studies emphasis, I came across an article I found very interesting. It is called *The Association between Parent and Adult Child Shyness, Social Skills, and Perceived Family Communication*. Although I felt this article wasn’t exactly what I wanted to focus on, as I was reading, I found some key points that I wanted to remember as I created my project. “Families are organizationally complex and a family as a whole is greater than the sum of its parts. A family system must be considered in its entirety and viewed as a whole” (Arroyo, Nevarez, Segrin, & Harwood, p. 250). This really stood out as I was reading this article because it rings so true. A family isn’t a family if there is only one person and a family isn’t functional if all of the people within that family aren’t working together. As each family member individually contributes to the family as a whole, the individuals are greater than what they would be by themselves. That simple, yet profound statement helped me decide I wanted to work with the entire family, not just parents or children alone. The other interesting thing I read was that when behaviors are observed to be positively
reinforced, the observers become motivated to do those same behaviors (Arroyo, Nevarez, Segrin, & Harwood, p. 250). This section in the article was referring to if parents behave in an outgoing style around others; their children are likely to do the same. But I thought this was perfect for what I wanted to do for my final project. I thought to myself, if I could get the entire family to do a positive behavior (i.e. eating healthier) and guarantee that that behavior will affect them in a positive way, then they would likely continue that positive behavior which would help them better function as a whole.

Another article I found interesting as it relates to family and child studies is called: *Strengthening Families: Exploring the Impacts of Family Camp Experiences on Family Functioning and Parenting*. This article discusses some of the advantages of family camps. Families actually reported several benefits from doing family camps including: “improving family interaction, nurturing family relationships, and addressing specific family issues” (Garst, Baughman, Franz, & Seidel, p. 66). I wanted to be able to improve family relationships like these camps do by bringing families together and helping facilitate them working together to improve as a whole family, not just individually. Families found that “by escaping everyday distractions in their home environment, family members are better able to focus on and listen to each other, greatly improving their communication and interactions as a family” (Garst, Baughman, Franz, & Seidel, p. 66). I wanted to be able to give families that chance to “escape” from their home life, to be in a different place without those household distractions, and learn things that will benefit them for the rest of their lives. And by so doing, these families will have a better home life. They will be able to learn and grow from each other in a different environment only to bring it all back home and implement those improvements into their regular family routines.
Communication Research

I studied communication as a whole, but my studies and research mostly have to do specifically with family communication. Although, during my studies throughout my college career, I found I had a particular interest in verbal and nonverbal communication and I somehow wanted to integrate them into my final project. One of the articles I found as I was doing my research was *Verbal and Nonverbal Congruent and Incongruent Communication during Parent-Child Interactions*. In other studies, verbal and nonverbal communication in children have been studied separately. The unique thing about this article is that they studied both nonverbal and verbal communication in children together rather than separately. Tsfira Grebelsky-Lichtman (2014), the author of this article believes that “examining the two forms of communication, and the link between them, can provide new holistic insights into…communication” (Grebelsky-Lichtman, p. 215). Each form of communication (verbal and nonverbal) “have expressive and receptive aspects that interact and modify one another” (Grebelsky-Lichtman, p. 416). Reading this solidified my desire to implement verbal and nonverbal communication into my final project. I think good family communication is the number one way to creating a happier home. One of the many things found in this study was that children as young as 4 years old have a “developmental communicative ability and are able to exhibit communicative competence of a multichannel expression containing both verbal and nonverbal communication” (Grebelsky-Lichtman, p. 432). This basically means that children as young as 4 years old can comprehend and express both verbal and nonverbal communication very well. This finding not only solidified my desire to make family communication part of my final project, but it also solidified my desire to involve the entire family, not just the parents.

Another article I found as I was researching is called *An Introduction to the Special Issue on Family Communication Patterns Theory*. Family Communication Patterns Theory is considered to be a
“grand theory” of family communication because it relates to the widest possible range of communication behaviors in families. Family communication patterns are definitely influenced by culture however, do not originate with culture. That is why they aren’t bound to a particular culture (i.e. Western, Chinese, etc.) (Koerner & Schrodt, p. 2). I found this theory very helpful as I was determining what to do for my project. It reminded me that all families are very diverse and different from one another, not only physically and functionally, but most especially in the way they communicate with one another. This reminder made it difficult for me because I knew I wanted to implement communication into my final project, I just wasn’t quite sure how to do it in a way that would be more like a general approach to communication. In just a moment, I will explain how I decided to do this.

Health Promotion Research

One of the articles I found interesting as I was researching health promotion topics was The Role of Family Communication and Parents’ Feeding Practices in Children’s Food Preferences. Not only does this article go hand-in-hand with my health promotion emphasis, it also collaborates well with my communications emphasis. This study was done to find out if parent’s communication patterns with their children affected the way the children preferred different kinds of food (for example vegetables) (Alm, Olsen, & Honkanen, 2015). Research found that it is important to give children “control of what they eat and being responsive to children’s preferences while guiding them towards healthy [food] alternatives rather than using force and restriction” (Alm, Olsen, & Honkanen, p. 112). Another piece I found interesting in this article was the finding that “Children in [the] sample wanted to be in control of what they ate and...make their own judgments about...the foods [which was] congruent with arguments...stating that humans want to be in full control of what they eat” (Alm, Olsen, & Honkanen, p. 118). In my studies during my college career, I found
time and time again that proper nutrition and exercise were the top two things a person could do to maintain a healthy lifestyle. So, I wanted to incorporate healthy eating and exercise for an entire family. I just didn't quite know how to do this. Reading this study helped me to figure out exactly how I wanted to accomplish the nutrition piece of my final project that I will discuss in a moment.

Another article I found was *Modeling the Relationship Between Family Home Environment Factors and Parental Health*. In this article it reads, “... understanding parental health is important because parents’ weight and weight-related behaviors (e.g., modeling of... physical activity behaviors) may influence child and adolescent weight and weight-related behaviors” (Didericksen & Berge, p. 126). And also, “... interactions between family members’... related to health (e.g., family-level physical activity), ultimately affect parental health behaviors” (Didericksen & Berge, p. 126).

Parental health behavior modeling will influence their children’s health-related behaviors and because of this, the interactions between all of the family members (i.e. how their children begin health-related behaviors because of their parents’ modeling of those behaviors) ultimately affects the health-behaviors of the parents. So this research shows that it creates a circular pattern of influence. The parents are influencing their children and in turn, the children are influencing their parents. This article reaffirmed what I knew I wanted to do for the exercise piece of my final project. I knew if I could get the whole family involved in exercising, it would be more successful for them and they would be more likely to continue in regular exercise as a family.

**Final Project**

These studies I have briefly discussed have led me to my final project that will comprise all three of my areas of emphases. I have decided that I will be doing four health seminars for families targeting nutrition, exercise, communication, and goal setting.
For my nutrition seminar, I will be teaching families about how to easily create healthy meals out of meals they already enjoy as a family and make a weekly menu of those ‘healthy-made’ meals. We will also have a discussion on how to make meals healthy on a budget (i.e. buying vegetables and fruits in cans with low sodium or 100% juice, buying frozen fruits and vegetables instead of fresh ones because they are usually cheaper and last longer, etc.). In the research, it was discussed that children and adults alike, want to have a say on what they eat. This was a simple way I came up with to help families gradually begin making their meals a little healthier while incorporating the research I found.

For the exercise seminar of my final project, I wanted to be sure that I included all of the family. In the research I found that parents who model healthy behaviors (like exercising regularly) are likely to have kids do those same healthy behaviors. And if the children are doing those healthy behaviors (like exercising regularly), their parents are likely to continue doing them. My idea is to have family members brainstorm some activities that they already enjoyed doing as a family that are considered recreational and make a physical list of them. Then I will have them brainstorm some other recreational activities that they might not have tried before that they would like to try and write those down as well so they can refer back to that list at home. I also want to do some sort of a relay race that incorporates some ‘mini versions’ of recreational ideas I can think of that would be good for an entire family and have the families participate in that to give them some more ideas of things to do.

It was obvious to me that I wanted to dedicate an entire session to healthy family communication. In the research discussed, I found that every family is very different in the way they communicate and with this research in mind; I knew it would be difficult to teach multiple families how to communicate well with each other. With the other research I found, I also wanted to incorporate verbal and nonverbal communication into this seminar. So I decided to make games out
of both verbal and nonverbal communication. For verbal communication, I will give each family a bag of strips of paper with different emotions on them. Each family member will take turns picking out a strip of paper from the bag and try to use just one word to describe the emotion without using the actual word. For example, if the strip of paper said “happy” on it, I would use other words associated with the word “happy” to have the family guess the word “happy”. I would say things like “joy”, “glad”, etc. Once the family guessed the word on the strip of paper, they would pass the bag to the next family member. For nonverbal communication, it will be like the game Charades. Each family will receive a bag of strips of paper with different kinds of non-verbal cues like waving hello or scolding someone. They will then act out those non-verbal cues and have the family guess. When a family member guesses which nonverbal cue it is, the next family member pulls out a strip of paper and acts out what it says. After the games are done, we are going to have a discussion on how they felt about both games and how they could apply to their family communication at home.

For my final session, I decided to do goal setting. The reason I decided on goal setting was because I believe it is important for families to work together to accomplish things. And giving families that opportunity to be successful together as a family will hopefully help them to realize that achieving goals together is quite simple and hopefully they will continue to make goals together and achieve them. I will have each family determine what they want to work on the most (taking into account all of the previous sessions they participated in) and make a goal together as a family. At the beginning of the seminar, I will teach them what a SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) goal is and how to make a goal into a SMART goal. Then I will give each family a poster board with markers and have them brainstorm one goal they want to work on and physically write down that goal they all decided on. They will make that goal a SMART goal and then write down what responsibilities each individual member of their family will do to make that goal happen.
I decided doing these seminars would be the best way to incorporate all three areas of emphasis because it will involves the whole family (family and child studies), I will be teaching about nutrition and exercise (health promotion), I will be using my communication skills of public speaking I learned during my college career, and I will be teaching about healthy family communication which not only involves my communication emphasis but also includes my health promotion emphasis.

The research I have found that relate to my three areas of emphasis have really helped me gain more knowledge about my three areas and also about how to incorporate all of them together.

Previously, we have discussed the research I have found regarding my three areas of emphasis which are family and child studies, communication, and health promotion. I have explained my findings and described how each of these articles has helped me to discover how to mesh all three of my emphases together into one final project. My final project will consist of four sessions involving the entire family unit. These sessions will explore family nutrition, family exercise, healthy family communication, and appropriate family goal setting. These sessions will provide families with the basic knowledge to help them get started on an incredible journey to a healthy, happy life.
References


