

GETTING FIT! BIT BY BIT

PROJECT SEARCH AT CHILDREN'S HOSPITAL COLORADO

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- ▶ An offer by a donor
- ▶ Proposal for expansion of Healthy Living curriculum

AN IDEA IS BORN



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PLANNING

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- ▶ Budgeting our gift
- ▶ Purchase of equipment
- ▶ Fitness Programming
- ▶ Timelines and planning

FIRST STEPS:

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- ▶ Brainstorming the wellness challenges and prizes/incentives
- ▶ CONSIDERATIONS:
 - ▶ Ease of implementation (the Wellness Programming was supplemental to ALL of the material contained within the PS curriculum)
 - ▶ Fairness (physical limitations, internship locations)
 - ▶ Point Person- We did not want the burden of “monitoring” to fall on our instructor.
 - ▶ Bandwidth of students to learn the devices and understand the expectations of the challenges
 - ▶ Considerations of home life (some students had access to gyms, others did not...how could we have weekend/holiday break challenges that were fair)

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- ▶ CONSIDERATIONS:
 - ▶ Cost
 - ▶ Physical Limitations
 - ▶ Sensory Concerns
 - ▶ Scheduling
 - ▶ Liability
 - ▶ What types of activities would the students be interested in trying?

MEETING WITH ANSCHUTZ CAMPUS
WELLNESS CENTER



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- ▶ All geared towards fitness/wellness/healthy and active living:
 - ▶ Gym bags filled with gear
 - ▶ Nike and Dicks Sporting Goods gift cards
 - ▶ Zoo Membership (walking!)
 - ▶ Elitch's membership (walking!)
 - ▶ Rockies tickets
 - ▶ Bluetooth headphones
 - ▶ Nike shoes
 - ▶ Art museum membership (walking!)
 - ▶ Cooking class
 - ▶ And finally.....the grand prize of a 6 month Wellness Center membership.



INCENTIVES

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- ▶ We brainstormed ideas on how we could engage the students in healthy competition



CHALLENGES

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- ▶ We understand the we are in a unique situation with a donor.
- ▶ Ideas for replication and scalability will be discussed at the end



GATHERING RESOURCES

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EXECUTION

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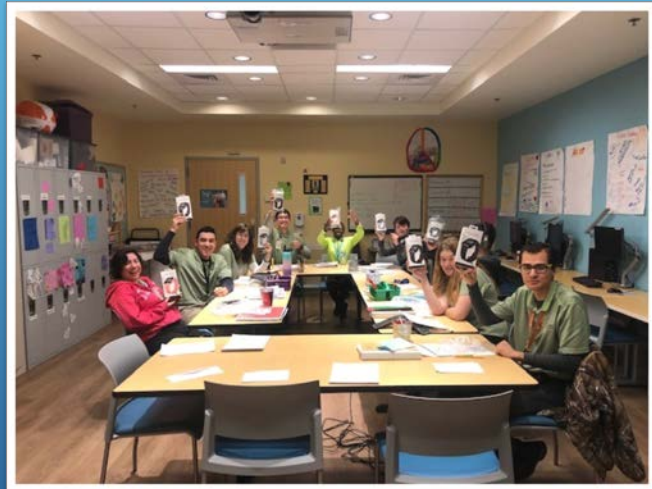
- ▶ Decided to implement “uniforms”
- ▶ Identified the group
- ▶ Decided to use budget to purchase bottoms for group (went to Target...shorts for boys, capris for girls)
- ▶ Found some old tee shirts lying around hospital HR Department
- ▶ Had students keep uniforms at hospital so we could launder (no stinkers allowed!!)....and no excuses for forgetting uniform!



WAIT A MINUTE.....WHAT WILL EVERYONE WEAR?

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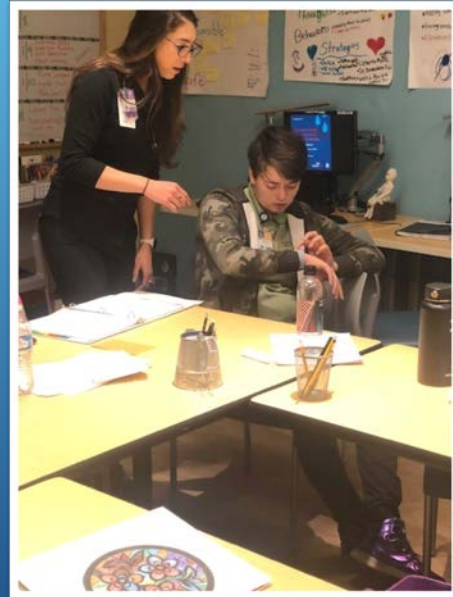
- ▶ The FitBits have arrived!
- ▶ Videos for teaching
- ▶ All FitBits were linked to Children's email addresses (for the purpose of staff checking individual progress)
- ▶ Morning and Daily Check-ins



CLASSROOM INSTRUCTION

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- ▶ Skills to teach for FitBits
 - ▶ Manipulating the watch (charging, reading, using controls)
 - ▶ Calories
 - ▶ Steps
 - ▶ Active Minutes
 - ▶ Food Logs
 - ▶ Sleep
- ▶ Establishing baselines
- ▶ Setting individual and group challenge expectations
- ▶ Tracking for competitions



CLASSROOM INSTRUCTION

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- ▶ Session 1: Orientation, Track and Treadmills

SESSIONS AT THE WELLNESS CENTER

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► Session 2: Spin Class/ Cycling

SESSIONS AT THE WELLNESS CENTER

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► Session 3: Water aerobics

SESSIONS AT THE WELLNESS CENTER

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▶ Session 4: Zumba

SESSIONS AT THE WELLNESS CENTER

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▶ Session 5: Yoga

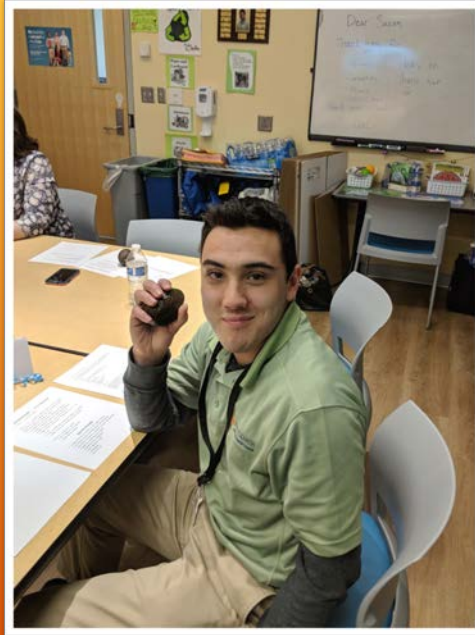
SESSIONS AT THE WELLNESS CENTER

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HEALTHY EATING

Incorporating Health Matters into the curriculum

Partnership with King Soopers



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- ▶ Representatives from each department spoke to the group about their role at the store, and gave tips to the students on how to shop in each department with health as a consideration.
- ▶ Key concepts included:
 - ▶ Healthiest foods are located in the outside aisles of the store
 - ▶ How to select fruits and vegetables that are in-season
 - ▶ How to look for the items with the best value in the meat department, and how to store meat in the freezer
 - ▶ How to read nutrition labels to look for hidden added sugars and sodium, even in foods which are considered "healthy"
 - ▶ What services are provided by Customer Service
 - ▶ Information on the experience and qualifications of various professions within the store



FIELD TRIP TO KING SOOPERS

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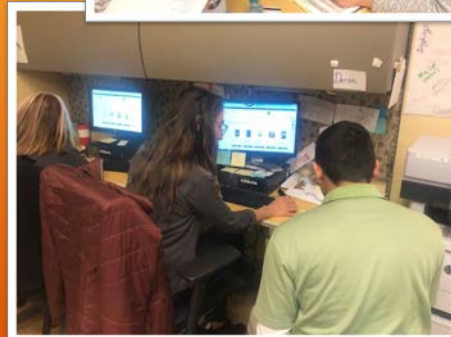
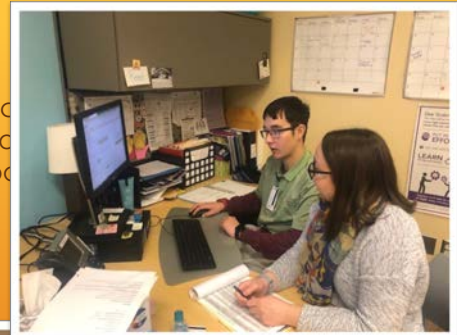
- ▶ All students received a \$100 gift card for King Soopers
- ▶ Took a trip to King Soopers to practice the process of checking-out from the grocery store
- ▶ Students selected a healthy snack (students made selections after reading nutrition labels, and deeming an item "healthy" by comparison to definitions which were taught in class)
- ▶ Students used their King Soopers gift cards (with support of program staff), checked themselves out and practiced using the point-of-sale machines



PRACTICE SHOPPING

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- ▶ As part of classroom instruction, students were introduced to the concept of grocery delivery through use of the King Soopers online grocery ordering and delivery system on kingsoopers.com
- ▶ Instructional themes included:
 - ▶ Setting up one's online account
 - ▶ Searching for items
 - ▶ Comparing prices
 - ▶ Fresh items vs pre-packaged items
 - ▶ Entering notes for items/delivery windows
 - ▶ Checkout/payment



ONLINE PLATFORM

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- ▶ Students researched, selected and submitted recipes which they felt were representative of a green, or “healthy” choice
- ▶ Students used the King Soopers online platform and the remainder of their King Soopers gift card to purchase the items necessary to make the aforementioned healthy recipe
- ▶ The order was delivered to their home, and families of students were asked to help the student prepare the meal according to the recipe
- ▶ Students brought in a portion of their prepared recipe to eat for lunch, shared out about the recipe and how they helped prepare the food
- ▶ Recipes were compiled and presented to students in a keepsake book as part of the end of the year celebration



COOKING AT HOME

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- ▶ Students attended a 2-hour interactive lesson on safe and healthy food prep at the Highlands Ranch Community Association
- ▶ Instructional themes included:
 - ▶ Hand washing
 - ▶ Food safety (refrigeration, handling of raw meats, produce washing, etc.)
 - ▶ Knife safety and chopping
 - ▶ Measuring and interpreting recipes
- ▶ Students used hands-on approach to prepare a meal from scratch with the help of Chef Angie, and got to enjoy the meal for lunch



COOKING CLASS AT THE REC CENTER

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OUTCOMES

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Step Differences- Per Day data

Name	Steps-Pre	Steps-Post	Difference
Intern 1	Baseline: 1,845	3,363	1,518
Intern 2	Baseline: 4,621	7,292	2,671
Intern 3	Baseline: 4,181	9,187	5,006
Intern 4	Baseline: 4,926	5,279	350
Intern 5	Baseline: 3,349	9,790	6,441
Intern 6	Baseline: 6,733	10,582	3,849
Intern 7	Baseline: 3,548	5,016	1,486
Intern 8	Baseline: 12,114	11,190*	924
Intern 9	Baseline: 2,573	5,988	3,415
Intern 10	Baseline: 9,441	10,467	1,026

HARD DATA

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Active Minute Differences- Per Day Data

Name	AM-Pre	AM-Post	Difference
Intern 1	5	12	5
Intern 2	12	18	6
Intern 4	11	19	7
Intern 4	11	21	10
Intern 5	17	19	2
Intern 6	45	14	-31
Intern 7	14	20	6
Intern 8	12	71	59
Intern 9	9	16	5
Intern 10	25	40	15

HARD DATA

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- ▶ Feedback Forms
- ▶ Long-term use, habits formed –
 - ▶ Stairs first
 - ▶ Conversations shifted
 - ▶ Embraced competitive spirit – team building
 - ▶ Everyone is still wearing them!!!
 - ▶ Creative ways to get steps if jobs were more sedentary
 - ▶ Families involvement in 5K, weekend and break challenges



ANECDOTAL DATA

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- ▶ Increase in self-monitoring
- ▶ Access to phone messages without using phones!
- ▶ Conversation starter with co-workers,
- ▶ Seeped into family life
- ▶ Using the "stair master" in the apartment building
- ▶ Lime bikes



UNEXPECTED BENEFITS

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- ▶ How can this be replicated without a primary donor?
- ▶ See handout
- ▶ Please share your ideas!



GATHERING RESOURCES FOR REPLICATION AT OTHER PROJECT SEARCH SITES

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