



A RACE AROUND THE WORLD

2025 Impact Report from Black Rock Elementary

A Race Around the World was implemented at Black Rock Elementary School for the 2025 School Year. This initiative was created and inspired by the concept of popular game show on the CBS Network, The Amazing Race®, to encourage healthy behaviors and a positive school climate for all staff, which contributes to their overall well-being.

A Race Around the World is an innovative opportunity for our staff to increase their physical activity and other healthy behaviors, while building and cultivating relationships and connections with others. Our staff loves that it offers a chance for some to embrace their competitive spirit while others can get lost in where the next adventure will take them”

- Jill F. Elementary School Teacher Participant



AT A GLANCE

50%

Staff members
voluntarily
participated

65

Days
(9 Weeks and 2 days)

42,932

Minutes of
intentional
physical activity

3,966,532

Steps in two
weeks

80.8%

of 10,000 step
goals were met

39,186

Jumps in 5 days

15,722

Mountain
climbers in 5 days

1990

Minutes of
stretching in 5
days

77.5%

of sugar intake
goals were met

877

Exercises were
done with
someone else

PROGRAM HIGHLIGHTS

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The Race Around the World was designed to promote inclusivity, engagement, and personal growth by offering a diverse range of activities and challenges over a nine-week period. By incorporating unique experiences such as exposure to global wonders, simulated obstacles, and strategic decision-making elements, the program encouraged participants to develop resilience, adaptability, and collaboration while ensuring accessibility for individuals of all abilities.

Participants engaged in a virtual journey across five global destinations, tracking intentional physical activity as a team. As they progressed, teams worked collaboratively to reach each location, unlocking challenges designed to promote wellness and inclusivity while waiting for other teams to arrive.



Mount Everest



Victoria Falls



Parícutin



Great Barrier Reef



Harbor of Rio de Janeiro

Challenges incorporated a diverse range of physical exercises, including steps, mountain climbers, and jumps, as well as holistic health tracking, such as hydration, sugar intake, and sleep monitoring. Additionally, participants were encouraged to motivate others to be physically active, reinforcing the program's emphasis on varied activities for inclusivity—ensuring engagement for individuals with different abilities, interests, and preferences



Varied Activities for Inclusivity

Offering different challenges ensures engagement for individuals with unique abilities, interests, and preferences.



Personal Growth & Confidence

Encouraging participants to overcome obstacles fosters a sense of accomplishment and resilience.



Skill-Based Challenges

Activities are designed to accommodate various skill levels, allowing participants to push their limits comfortably.



Equity & Accessibility

A broad selection of activities ensures that everyone, regardless of background or ability, can participate meaningfully.



Social Connection & Collaboration

Participants engage with diverse teams, fostering collaboration and promoting teamwork.



Engaging in New Experiences

By stepping outside familiar routines, participants develop new skills, broaden their perspectives, foster new meaningful connections, and cultivate adaptability.

ABOUT THE WSCC MODEL

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The framework which supports this program and employee wellness, is The Whole School, Whole Community, Whole Child (WSCC) model (CDC, 2024). This framework is a student-centered approach that emphasizes the crucial role of the community in supporting schools.

The Whole School, Whole Community, Whole Child (WSCC) model (CDC, 2024) is a student-centered framework emphasizing the crucial role of the community in supporting schools. It highlights the strong link between student health and academic achievement and promotes the use of evidence-based policies and practices. The integration of the education, health, and community sectors creates a powerful partnership focused on improving the cognitive, physical, social, and emotional well-being of every child.

WSCC Components Include:

- | | |
|---|--|
| 1. Physical education & physical activity | 6. Health services |
| 2. Nutrition environment & services | 7. Counseling, psychological & social services |
| 3. Health education | 8. Employee wellness |
| 4. Social and emotional climate | 9. Community involvement |
| 5. Physical environment | 10. Family engagement |



Employee wellness is a critical component of the Whole School, Whole Community, Whole Child (WSCC) model, as a healthy school environment depends on the well-being of educators and staff.

Wellness programs that support physical, mental, and emotional health empower school employees to:

- Engage more effectively with students.
- Create positive and supportive learning environments.
- Serve as role models for healthy behaviors.

Prioritizing employee wellness leads to:

- Reduced stress levels.
- Improved job satisfaction.
- Enhanced overall school morale.
- Higher staff retention rates.
- Stronger student-teacher relationships.
- Improved academic outcomes.

Fostering a culture of health and well-being for both students and staff helps schools build:

- More resilient communities.
- Greater connections between educators and students.
- Thriving environments where learning and personal development flourish.



Learn more by scanning the QR code, or [click here](#) to be taken to this information on St. Vrain Valley School's website.

PROGRAM HIGHLIGHTS (CONTINUED)

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Challenges promoted teamwork, camaraderie, some skill and a little bit of luck!



Opportunities for staff connection outside of school hours were created



Strong communication among staff members beyond their immediate teams fostered collaboration and a stronger workplace culture



Utilizing other WSCC initiatives such as our Tower Garden for staff initiatives like Salad in a Jar to promote easy, cost efficient, meal prep for healthy eating during the week



Mindfulness around extra opportunities to be intentionally physically active like during meetings and after school duties

PARTICIPANT FEEDBACK

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What was one memorable moment or highlight that stands out to you from your experience participating in A Race Around the World, and why?

- Road blocks- we were all together cheering each other on.
- Trying to catch ping pong balls in a bucket on my head and watching others try to do the same.
- The start of the race and being aware of how much I was working out at the beginning of the new year.
- I really enjoyed that my team connected. We were across three different grade levels and would not have interacted as much otherwise! It was great :)
- I liked supporting my team and having a common goal.
- Taylor bouncing ping pong balls into a basket on her head. What a champ!



Share a fun story about how you involved others in the activities you participated in during A Race Around the World?

- This has been a great journey! My wife and I revamped our home gym during this program and started a weekly routine together!
- This program has had my girls working me at home and it is cracking me up, but allowing me to also find some fun physical activity. Today I was crawling through a jungle gym structure at a play place and yesterday was being drilled in gymnastics, with some warm ups that had me sweating. Thanks for bringing this to Black Rock.
- We did a lot of encouragement through texting.
- During the Somebody and Me challenge my whole family participated with me which was really fun (although that challenge was definitely difficult for me).
- I invited more friends to go on walks with my puppy and I. I made the effort to go to more classes before and after school. I spent my planning time walking around.
- When I invited my family to do fitness challenge exercises they all sent me pictures of their alcoholic drinks... haha I had to remind them they would eventually have to work off that drink, then they agreed to join me!!! My mom was the best because she is still complaining about the time I made her do crunches hahaha
- We had a text strand and would encourage one another



PARTICIPANT FEEDBACK (CONTINUED)

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Did you notice any positive changes in behavior, attitude, energy levels, or other aspects as a result of participating in A Race Around the World?

- It was fun to "log" what I was doing- which I normally don't necessarily do.
- It helped me plan to be active every day.
- I mostly felt like it benefitted positive camaraderie at school during events.
- I liked the team camaraderie.
- I believe it was a positive experience. I was happy to connect with my small team.

What changes or improvements, if any, did you notice in your physical activity as a result of participating in A Race Around the World?

- It helped me focus on moving more consistently .
- I was more motivated to work out when I knew I was earning points for my team.
- It made me get physical activity even when I was tired or unmotivated.

What impact did participating in A Race Around the World have on communication, collaboration within the staff community, and the overall school climate and culture?

- It had a positive impact- I liked mingling with new colleagues
- It was communicating with and encouraging each other on our team.
- It allowed me to reach out to more of the staff at black rock and was great for a newbie.
- I loved collaborating with my team and competing with other teams. It was so fun to gather in the gym and watch us all compete!
- I think it was something that provided some commonality when is helpful when trying to improve climate and culture. I liked the road block challenges when we were able to cheer each other on and then talk for a few minutes.
- Very Positive

What is something new you experienced or tried as a result of participating in A Race Around the World?

- Caounting steps
- The minute to win it style games.
- Just doing a whole workout of mountain climbers
That wore me out haha
- Stretching!! I do it more often now.
- Shooting rubber bands at a target :)
- I participated in more yoga



PARTICIPANT FEEDBACK (CONTINUED)

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In what ways, if any, did participating in A Race Around the World shape or change your perspective on physical activity?

- I typically workout 5-6 times a week so this didn't change much for me.
- It helped me realize I could carve out time in my day to do more physical activity.
- It provided the perspective that it is easier when it is fun.



Did participating in A Race Around the World lead to the development of any new habits or significant 'aha' moments for you?

- The sugar challenge was eye opening for... even though I try not to eat a lot of sugar, it was hidden in many items I hadn't thought about, like my Emergen-C packet and zinc lozenges.
- That any movement is good movement.
- Stretching
- Next year, a bunch of us are committed to creating a "Wellness Wednesday" so we can wear workout clothes to school but also do fun activities after school together.

What was your favorite type of activity? Why?

- Pit Stop Challenges (Steps, Mountain Climbers, Jumps, Stretching, etc.) because it mixed things up for me
- Pit Stop Challenges (Steps, Mountain Climbers, Jumps, Stretching, etc.) because they were easy to fit into my day.
- Traveling to Pit Stops - Intentional PA. Just being aware of my activity while traveling and realizing that all my small dog walks add up in the end.
- Traveling to Pit Stops - Intentional PA. I enjoyed challenging myself with the PA minutes.
- Traveling to Pit Stops - Intentional PA because I liked having the choice in how we got in the physical Activity.
- Detours (Choose one or the other and then the 10,000 step challenge) because This was great daily goal for myself.



PARTICIPANT FEEDBACK (CONTINUED)

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Would you recommend this program to other schools? Please explain why or why not.

“

Yes, I thought it was a great way to get everybody moving!

“

Yes. I was just talking to Shannon about maybe sharing this with my F45 studio. I really liked it.

“

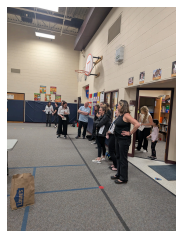
Yes. It is a great way to combine physical activity with camaraderie.

“

Yes, fun, healthy and supports a positive climate and culture.

“

Sure- it was fun.



SCHOOL HEALTH ADVISORY COUNCILS

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A Race Around the World was a comprehensive employee wellness program facilitated by the School Health Advisory Council (SHAC). School Health Advisory Councils (SHACs) play a vital role in implementing the Whole School, Whole Community, Whole Child (WSCC) model, which is the Centers for Disease Control and Prevention (CDC) framework for addressing comprehensive health in schools. SHACs bring together various stakeholders that include educators, families, community members, and health professionals to assess school health needs and develop strategies that support student well-being. By leveraging the WSCC model, SHACs create sustainable, student-centered health programs that improve academic outcomes and overall well-being.



Strengthening Whole-Child School Health – SHAC’s efforts ensure that students experience well-being across physical, emotional, and social domains while fostering a learning environment where they are healthy, safe, challenged, supported, and engaged—the five key tenets of overall health.



Collaborative Decision-Making – Bringing together various stakeholders including educators, families, health professionals, and community leaders, SHACs serve as a platform for coordinating policies, programs, and resources that promote student success and academic achievement.



Enhancing School Environments – SHACs utilize statewide health assessment tools to evaluate school health policies, practices, and processes. They then implement evidence-based strategies to address gaps, ensuring a comprehensive approach to whole-child school health.



Empowering Stakeholders – By involving families, local organizations and businesses and community partners, SHACs build shared responsibility for supporting student and staff health and wellness, fostering sustainable community engagement.



Driving Policy & Advocacy – SHACs work to strengthen educational programs and awareness, expand access to student support services, and secure better funding for wellness initiatives, ensuring schools have the resources to address student needs effectively



SHAC-led initiatives focus on sustainability and long-term impact by establishing lasting systems for school health improvement, ensuring that wellness programs extend beyond temporary grant funding. These enduring systems help address social determinants of health, promoting equitable access to resources and fostering overall student well-being.



Thank you!

Through the collective efforts of dedicated educators, passionate advocates, and generous community partners, this collaboration is fostering a culture of wellness and support that will leave a lasting impact on Black Rock Elementary for years to come.

Acknowledgements

- Jill Fadenrecht, Black Rock Elementary's Physical Education Teacher, has been instrumental in driving our efforts forward. As a SHAC leader and facilitator, she has provided unwavering support, ensuring smooth coordination and engagement. Jill played a key role in co-facilitating A Race Around the World, bringing enthusiasm and fairness to the program while serving as a vital communication liaison between school staff and the program facilitator. Her dedication to organization, outreach, and collaboration has been invaluable to our success.
- Shannon Milliken, parent to a first grader at Black Rock Elementary, is a dedicated supporter of educators and a passionate advocate for their well-being throughout the entire school year. As the creator of A Race Around the World, she has designed meaningful opportunities for students and teachers to engage in wellness and movement. A former physical education teacher, Shannon deeply understands the importance of fostering a positive school culture and climate while ensuring spaces for well-being. She recognizes that teachers give so much of themselves to children throughout the year, and she works tirelessly to support them, ensuring their well-being is prioritized and valued.
- Black Rock Elementary Staff for their participation and courage in trying something new. By prioritizing themselves, their health, and their well-being, they set a powerful example for students and colleagues alike, fostering a positive and supportive school culture.
- The P.L.A.Y. Education Corporation (PLAY Education), a local nonprofit that generously donated its Executive Director's time over nine weeks to facilitate this program for staff. Their dedication and commitment to supporting educators played a vital role in creating meaningful opportunities for engagement and well-being.