

# IMPLEMENTATION GUIDE

## Physical Activity and Teenage Health (PATH) Program

*Using an Evidence-Informed Program to develop  
a process model for program delivery in the practice setting*

**Note:** Refer to “Using What Works: Adapting Evidence-based Programs to Fit Your Needs”. Review the appropriate Modules and the handouts provided in each, in order to modify and evaluate this program to meet the needs of your organization and audience.

“Using What Works” is available online at:

[http://cancercontrol.cancer.gov/use\\_what\\_works/start.htm](http://cancercontrol.cancer.gov/use_what_works/start.htm)

### I. Program Administration (Type of Staffing and Functions Needed)

**Physical Education Teacher** (the current school-based Physical Education Teacher)

- Receive in-service implementation training provided by the developer.
- Provide brief, topical lecture for each class session.
- Facilitate brief class discussion on lecture topic.
- Lead class exercise routine.

### II. Program Delivery

For additional information on modifying program materials, refer to the appropriate Module(s) for program adaptation from “Using What Works”.

**A. Program Materials** (*All listed materials can be viewed and/or downloaded from the Products Page*):

- **PATH: Teacher Manual:** This 71-page document provides detailed discussion of suggested resistance and aerobic exercises for use with this program. Information on the topics for lecture and discussion is included, as well as general guidance for successful implementation. All of the relevant participant questionnaires are found in the Appendixes of this manual, along with guidance for administering them. A glossary providing definitions of terms used throughout the curriculum is also included.
- **PATH: Student Curriculum and Workbook:** This 140-page document includes daily age-appropriate exercises and activities for each lecture and discussion topic. The curriculum is divided into five chapters: A Healthy Heart, Physical Activity and the

Heart, Nutrition, Stress, and Smoking and the Heart. A glossary providing definitions of terms used throughout the curriculum is also included.

## **B. Program Implementation**

The steps used to implement this program are as follows:

**Step 1:** The Physical Education Teacher participates in an in-service training provided by the program developer.

**Step 2:** The Physical Education Teacher provides a lecture and facilitates a class discussion on the topic of the first exercise in the student workbook. This lecture and discussion should last no more than 5–10 minutes.

**Step 3:** The Physical Education Teacher assigns the associated activity in the student workbook for homework, due at the next class meeting.

**Step 4:** The Physical Education Teacher leads the class in 20–25 minutes of vigorous physical activity. Activity should alternate daily between resistance and aerobic exercises.

**Step 5:** Repeat steps 2–4 for each session. Sessions should continue 5 days per week for 12 weeks.

## **III. Program Evaluation**

**For additional information on planning and adapting an evaluation, review the appropriate Modules for program implementation and evaluation from “Using What Works”.**

[http://cancercontrol.cancer.gov/use\\_what\\_works/start.htm](http://cancercontrol.cancer.gov/use_what_works/start.htm)

For further assistance in designing and conducting an evaluation, consider communicating with members from NCI’s Research to Reality (R2R) community of practice who may be able to help you with your research efforts. Following is a link to start an online discussion with the R2R community of practice, after completing registration on the R2R site:

<https://researchtoReality.cancer.gov/discussions>.