

Title of Intervention	LEAP - Lifestyle Education for Activity Program	
Website	http://www.sph.sc.edu/usc_cparg/leap/	
Intervention Strategies	Group education, environments and policy	
Purpose	Increase physical activity in adolescent girls.	
Populations	9th grade girls	
Settings	School-based, Community-based	
Partners	University of South Carolina LEAP staff, Local schools	
Intervention Description	LEAP is a 'comprehensive physical activity intervention designed to change the instructional program and school environment to support increased physical activity among girls.' It involves 6 components: Physical Education (PE) classes, health education, school environment, school health services, faculty/staff promotion, and family/community involvement. LEAP was designed to: "1) enhance physical activity self-efficacy and enjoyment, 2) teach the physical and behavioral skills needed to adopt and maintain an active lifestyle, and 3) involve girls in moderate to vigorous physical activity during 50% or more of PE class time." It includes gender specific activities for girls.	
Theory	Social Cognitive Theory, Social Ecological model, and The Coordinated School Health Program Model	
Resources required	Staff/Volunteers:	LEAP team, headed by PE instructor, and LEAP project staff from the University. School staff.
	Training:	LEAP project staff provided workshops, onsite training, consultation, and instructional materials.
	Technology:	Not mentioned.
	Space:	Not mentioned.
	Budget:	Not mentioned. The LEAP program focuses on reallocation of resources and not additional resources.
	Intervention:	Instructional materials from LEAP
	Evaluation:	3 Day Physical Activity Recall (3DPAR), portable stadiometer, digital scales
Evaluation	Design:	A group-randomized controlled field trial with an experimental cohort design.
	Methods and Measures:	24 South Carolina schools were randomized to either the control or intervention. Baseline and post-intervention measures were taken for physical activity level and BMI. Measurements were taken in 8th and 9th grades, with the primary intervention in PE taking place in 9th grade. The 3-day Physical Recall (3DPAR) assessment and BMI were taken.
Outcomes	Short term impact:	After adjusting for baseline data, vigorous physical activity was 8% greater in the intervention group than the control. No difference in BMI was noted.

	Long term impact:	Not measured
Maintenance	Not Mentioned	
Lessons Learned	PE classes should include 1) emphasis on enjoying physical activity 2) enhance self-efficacy, and 3) increase in-class participation in moderate to vigorous physical activity.	
Citation(s)	Pate, Russell R., Ward, Dianne S., Saunders, Ruth P., Felton, Gwen, Dishman, Rod K., and Dowda, Marsha. (2005) Promotion of Physical Activity Among High-School Girls: A Randomized Controlled Trial. American Journal of Public Health. Sept 2005, Vol. 95. No 9. P 1582-1587.	
Current Program Status	Resources and materials for LEAP are available at http://www.sph.sc.edu/usc_cparg/leap/index.html	