PC Users: Use "Ctrl" and "+" to zoom in and "Ctrl" and "-" to zoom out

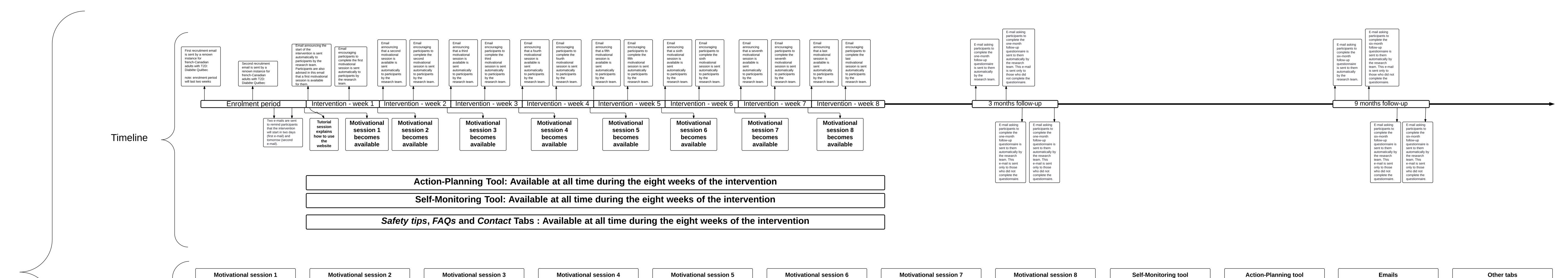
 MAC users: Use "Command" and "+" to zoom in and "Command" and "-" to zoom out

# Multimedia Appendix

**Trial Overview** 

Timeline and intervention components

Core Behavior Change Strategy For Both Interventions Are Highlighted In Light Blue-Green



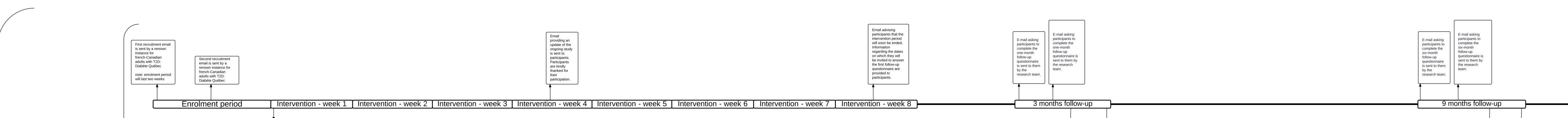
<ul> <li>Fifth session starts with a video in which an exercise specialist explains the purpose of the session.</li> <li>Fifth session follows with an evaluative feedback on self-efficacy score of participants.</li> <li>Participants are then invited to do an exercise in which they will select their most important strengths. After, participants are invited to elaborate on how those strengths could help them be more active. Reflections and affirmations on answers of participants are provided by the program.</li> <li>Participants are asked if they want to receive information about what can influence their sens of self-efficacy. If they choose to, participants are then explained which factors can influence self-efficacy and how they could manage these factors.</li> <li>Summary that is oriented toward change-talk of participants is</li> <li>Summary that is oriented toward change-talk of participants is</li> </ul>	<ul> <li>Seventh session starts with a video in which an exercise specialist explains the purpose of the session.</li> <li>Seventh session follows with a descriptive feedback on change-talk evoked by participants during session 1 and 2.</li> <li>Session continues with a descriptive feedback on change-talk evoked by participants during session 3 and 5.</li> <li>Session continues with a descriptive feedback on change-talk evoked by participants during session 3 and 5.</li> <li>Session continues with a descriptive feedback on change-talk evoked by participants during session 3 and 5.</li> <li>Session continues with a descriptive feedback on change-talk evoked during session 6.</li> <li>Participants are congratulated for their progress and their work toward a higher PA level thus far.</li> <li>Participants are then invited, if they want to, to create an action plan for the current or following week.</li> <li>Farticipant are congratulated for their progress during the program and are then invited, if they want to, to create an action plan for the current or following week.</li> </ul>	<ul> <li>Participants can enter each physical activity session they have done during the intervention time-period.</li> <li>Participants can view their total of minutes of moderate to rigorous physical activity per week. A total of minutes is given for each week of the program.</li> <li>Each time they enter a new moderate to rigorous physical activity session, participants are given an evaluative feedback which intends to valorise their efforts toward a regularly active lifestyle.</li> <li>This tool is available at all time during the time of the intervention.</li> <li>Summary page) or viewed directly from the web platform.</li> <li>Action plann for each week of the program.</li> <li>This tool is available at all time during the time of the intervention.</li> </ul>	<ul> <li>Recruitment: two emails are sent to a member's list of a renown instance for french-Canadians with T2D (Diabète Québec), one for each week of the enrolment period.</li> <li>Emails are sent automatically to enrolled participants to remind them of the start of the intervention and to announce new content on the website.</li> <li>An email is automatically sent to a participant who finishes a motivational session. The email congratulates the participant and encourages him to use other tools on the website.</li> <li>An email is automatically sent to a participant who finishes an action plan. The email congratulates the participant and gives him verbal emotional social support.</li> <li>A remails are sent to participants for each of the follow-up questionnaire.</li> </ul>
<ul> <li>in which an exercise specialist explains the purpose of the session.</li> <li>Fifth session follows with an evaluative feedback on self-efficacy score of participants.</li> <li>Participants are then invited to do an exercise in which they will select their most important strenghts. After, participants are invited to elaborate on how those strengths could help them be more active. Reflections and affirmations on answers of participants are provided by the program.</li> <li>Participants are asked if they want to receive information about what can influence their sens of self-efficacy. If they choose to, participants are then explained which factors can influence self-efficacy and how they could manage these factors.</li> <li>Summary that is oriented toward</li> </ul>	<ul> <li>video in which an exercise specialist explains the purpose of the session.</li> <li>Seventh session follows with a descriptive feedback on change-talk evoked by participants during session 1 and 2.</li> <li>Session continues with a descriptive feedback on change-talk evoked by participants during session 3 and 5.</li> <li>Session continues with a descriptive feedback on change-talk evoked by participants during session 3 and 5.</li> <li>Session continues with a descriptive feedback on change-talk evoked during session 6.</li> <li>Participants are congratulated for their progress and their work toward a higher PA level thus far.</li> <li>Participants are then invited, if they want to, to create an action plan for the current or following week.</li> <li>video in which an exercise specialist explains the purpose of the session.</li> <li>Eighth session follows with a new assessment on confidence-ruler follows directly after the assessment.</li> <li>A comparative-progressive feedback on intention follows directly after the assessment.</li> <li>The session continues with a new assessment on PA behaviour construct.</li> <li>A comparative-progressive feedback on PA behaviour follows directly after the assessment.</li> <li>Participant are congratulated for their progress during the program and are then invited, if</li> </ul>	<ul> <li>physical activity session they have done during the intervention time-period.</li> <li>Participants can view their total of minutes of moderate to rigorous physical activity per week. A total of minutes is given for each week of the program.</li> <li>Each time they enter a new moderate to rigorous physical activity session, participants are given an evaluative feedback which intends to valorise their efforts toward a regularly active lifestyle.</li> <li>This tool is available at all time during the time of the intervention.</li> <li>Action plans include solutions to overcome barriers, goal setting (behaviour), selection of physical activities (ex. fast walking, cycling, swimming, etc.), selection of week days on which physical activities will be executed, selection of most important motivations to complete the action plan and participant commitment to execute the action plan.</li> <li>Summary of action plans can be either printed (print button directly available on the summary page) or viewed directly from the web platform.</li> <li>Action planning tool can be either accessed after a motivational session or directly on the main page of the program.</li> <li>This tool is available at all time during the time of the intervention.</li> </ul>	<ul> <li>to a member's list of a renown instance for french-Canadians with T2D (Diabète Québec), one for each week of the enrolment period.</li> <li>Emails are sent automatically to enrolled participants to remind them of the start of the intervention and to announce new content on the website.</li> <li>An email is automatically sent to a participant who finishes a motivational session. The email congratulates the participant and encourages him to use other tools on the website.</li> <li>An email is automatically sent to a participant who finishes an action plan. The email congratulates the participant and gives him verbal emotional social support.</li> <li>Guite participants or remind the modified participant and encourages him to use other tools on the website.</li> <li>An email is automatically sent to a participant who finishes an action plan. The email congratulates the participant and gives him verbal emotional social support.</li> <li>Guite participants or remind the research team when needed and to give their appreciations and suggestions about the DEF intervention.</li> <li>Guite participants or remind the research team when needed and to give their appreciations and suggestions about the DEF intervention.</li> </ul>
<ul> <li>provided at the end of the session.</li> <li>Participants are then invited, if they want to, to create an action plan for the current or following week.</li> </ul>	<ul> <li>they want to, to create an action plan for the last week of the program.</li> <li>A conclusion message is provided to participants.</li> </ul>		
Web       Article 10       becomes       available	eek 8 Beek 8 B	p. cc si fc q is b	E-mail asking participants to complete the follow-up questionnaire is sent to them by the research team. 9 months follow-up questionnaire is sent to them by the research team. Bernail asking participants to complete the participants to complete the soft to them by the research team.
	Email encouraging participants to read unread articles is sent to participants by the arcess the upcoming tenth article is sent to participants by the research team. They are also encouraging participants to access the upcoming eleventh article is sent to participants to access the upcoming eleventh article is sent to participants to access the upcoming eleventh article is sent to participants to access the upcoming eleventh article is sent to participants by the research team. They are also encouraging participants to access the upcoming eleventh actively in on-line group discussion <b>K</b> 5 Intervention - week 6 Intervention - week 7 Intervention - week sent to participants by the research team. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> s sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> summarizes the answers of participants sharing information and thoughts in the group. She also reflects on important comments. <b>Facebook moderator</b> summarizes the answers of participants. <b>Facebook moderator</b> summarizes the answers of participants. <b>Facebook moderator</b> summarizes the answer	Email encouraging participants to encouraging participants of the research team of the resear	Image: second procession of the procesion of the procession of the procession of the procession of the

### Action-Planning Tool: Available at all time during the last seven weeks of the intervention

#### Self-Monitoring Tool: Available at all time during the eight weeks of the intervention

#### Safety tips, FAQs and Contact Tabs : Available at all time during the eight weeks of the intervention

	Web Article 1	Web Article 2	Web Article 3	Web Article 4	Web Article 5	Web Article 6	Self-Monitoring tool	Action-Planning tool	Emails	Other tabs	Facebook group (core strategy)
Intervention components	Provides key information on recommendations of the Canadian Diabetes Association on aerobic physical activities for people ranging from 18 to 65 years of age.	Provides a summary of information on key topics like PA motivation and common beliefs related to social influence, self-efficacy and attitude. More information on the benefits (short, mid and long term) of regular physical activity is also provided.	Provides more in-depth information on topics related to social influence and self-efficacy. Tips on how to try to position one's self in a positive social environment are provided. Written testimonies demonstrating how to overcome common barriers faced by people with type 2 diabetes when trying to practice regular PA are also provided.	Provides information on the benefits of making an action plan for practicing regular PA. Tips on how to make a good action plan is also provided.	Provides information on the benefits of adding a coping plan to one's action plan toward practicing regular PA. Information on how to add this type of plan to a weekly routine is also provided.	Provides specifications on the practice of high intensity PA and guidelines on whether or not a person with type 2 diabetes should practice PA at this intensity.	<ul> <li>Participants can enter each physical activity session they have done during the intervention time-period.</li> <li>Participants can view their total of minutes of moderate to rigorous physical activity per week. A total of minutes is given for each week of the program.</li> <li>Each time they enter a new moderate to rigorous physical activity session, participants are given an evaluative feedback which intends to valorise their</li> </ul>	<ul> <li>Participants can make an action plan for each week of the intervention.</li> <li>Action plans include solutions to overcome barriers, goal setting (behaviour), selection of physical activities (ex. fast walking, cycling, swimming, etc.), selection of week days on which physical activities will be executed, selection of most important motivations to complete the action plan</li> <li>This tool is available at all time</li> </ul>	<ul> <li>Recruitment: two emails are sent to a member's list of a renown instance for french-Canadians with T2D (Diabète Québec), one for each week of the enrolment period.</li> <li>Emails are sent to enrolled participants to remind them of the start of the intervention and to announce new content on the website.</li> <li>4 emails are sent to participants for each of the follow-up questionnaire.</li> </ul>	<ul> <li>A tab, Safety tips, is designed to give participants some advices on how to practice moderate physical activity in a secure manner. Advices are given for various conditions associated to people with T2D.</li> <li>A tab, <i>FAQs</i>, is designed to answer some questions about PA (ex. what is the CDA recommandations?, what constitutes a moderate to vigorous physical activity?, etc.) or about the DEF intervention</li> </ul>	<ul> <li>The goal of the Facebook group is to provide opportunities for peer-support in a social environment supporting the basic needs of competence, autonomy and relatedness.</li> <li>A group moderator will supervise the group for each week of the intervention and will guide group discussions toward related PA topics. The moderator will also focus on making participants voice (develop) their own motivations for practicing PA regularly. To achieve her goal, the moderator will use common interviewing techniques coming from Motivational Interviewing to interact with participants: 1) Asking Open Questions, 2) Affirming, 3) Reflecting, 4) Summarizing and 5) Providing information and Advising.</li> </ul>
	Web Article 7	Web Article 8	Web Article 9	Web Article 10	Web Article 11		<ul> <li>efforts toward a regularly active lifestyle.</li> <li>This tool is available at all time during the time of the intervention.</li> </ul>	during the intervention, at the beginning of week 2.		<ul> <li>(ex. what is the purpose of the DEF program? what can I get from this program? etc.).</li> <li>A tab, <i>Contact/Technical Support</i>, is designed to encourage participants to contact the research team when needed and to give their appreciations and suggestions about the DEF intervention.</li> </ul>	<ul> <li>Specifically, the group moderator will fill her role by asking open questions (which are chosen to help participants voice their own reasons for adopting regular PA) after each article published, affirming the positive in participants' comments and summarizing participants' answers to these questions. The moderator will also provides extra information on topics raised by participants in the Facebook group, and which are not addressed in any articles.</li> <li>The group moderator will visit the Facebook group once each day of the week (Monday to Friday) and make sure to emphasize on positive and ongoing discussions, and to redirect discussions that are not related to the goal of the intervention: the adoption of regular PA.</li> <li>At the beginning of the intervention, participants are told about the underlying spirit the moderator wants to install in the group, and that this moderator, while not really being the leader or the most active participant of the group, will make sure that this spirit is maintained throughout the whole intervention.</li> </ul>
	Provides information on the benefits of flexibility training and examples of this kind of exercise to adopt in a weekly routine.	Provides common examples of advices frequently published on the Internet and classifies them as a myth or a reality.	Provides information on the preferred physical activities of Canadians with type 2 diabetes. Tips are also provided for finding solutions to increase total minutes per day of moderate PA.	Provides information on various physical activities one can practice during summer or winter. More information is also provided on season-specific security tips when practicing PA.	Provides specification on the role of PA in a weight loss context, since it is generally an important objective for Canadians with type 2 diabetes. Emphasis on broader benefits of PA outside weight loss is also provided.	e					



## Facebook assisted, general, Web-based intervention

Fully

automated,

