## **Additional Table 1.** Specific content of the face-to-face intervention module for students.

Intervention	Aims	Activity description	Key Behaviour Change	Mediator (theory-	Materials	Mode of delivery
session			Techniques (BCTs)	based construct)		
Session 1:	1) Provide rationale of the	In the beginning of the session a group	Social support	Outcome	Mood cards	Face-to-face in
Kick-off	intervention, 2) Create a	formation activity was done using "mood	(unspecified)	expectations (also		class
	safe working environment,	cards". In this exercise everyone got to	Framing/Reframing	SB)		
	3) Address and discuss	introduce themselves and tell something about		Descriptive norm	Powerpoint	
	consequences of PA and	their day to get to know each other. Group rules	Information about	(also SB)	presentation:	Individual home
	SB.	were discussed and settled on. Students were	social and		Group rule sheet &	assignment on the
		provided with an outline of the intervention	environmental /	Autonomous	Consequences of DA	project website
		program. Consequences of PA and SB and	emotional / health	motivation	Consequences of PA	
		descriptive norms related to these behaviors	consequences	Positive group	and SB discussion	
		were addressed by presenting students with	Salience of	climate	points	
		opening statements related to the behaviours	consequences			
		that they subsequently discussed and made	Information about			
		arguments either for or against. In the end of	others' approval			
		the session, students were assigned with	otileis appiovai			
		homework on the project website further				
		addressing the themes discussed in class.				
Session 2:	1) Students link physical	This session started with revising last week's	Salience of	Outcome	Powerpoint	Face-to-face in
Why would I	activity to their current	learnings, the group rules, and home	consequences	expectations (also	presentation:	class
be physically	well-being and related	assignments. This was followed by a short	Information about	SB)	Summary of session 1	
active	concerns, 2) Students	introduction and group conversation about	social and	Descriptive norm		
	experience the instant	sitting: 1) when and where does one spend	environmental /	(also SB)	Group rule sheet	Individual home
	positive consequences of	sedentary time during the day, 2) what are the	health / emotional	Autonomous	Mini lecture on SB	assignment sheets
	PA, 3) Students learn to	consequences of being excessively sedentary, 3)	consequences			
	self-monitor physical	how to break extended sedentary periods and	Monitoring of	motivation		
	activity, 4) Students learn	what are its the positive effects. This mini	emotional	(integrated	Work sheets for well-	
	about the consequences of	lecture and group discussion was followed by a	consequences	motivational	being mapping	
	excessive sedentary time	short, playful activity break. Before and after	Demonstration of the	regulation)		
	and how to reverse these	the break students rated how they were feeling.	behavior	Knowledge (SB)		
		They were encouraged to observe how the				

		short burst of PA affected their mood, focus, & energy. After the activity break, students were asked to individually assess how satisfied they are with different areas of their well-being (mood, sleep / rest, time management, personal relationships, physical activity, studies & work, self-esteem, nutrition). Following the individual rating students were encouraged to discuss with a class mate, how increasing physical activity might affect these areas. This was followed by a group summary of the conversations. Finally, as a home assignment, students were encouraged to keep a PA diary for 7 days and to record how they feel after being / not being physically active. Students were suggested to use prompts to remind them to fill in the diary.	Behavioral practice/rehearsal Generalization of a target behavior Graded tasks Information about others' approval Self-monitoring of behavior Instruction on how to perform the behavior Comparative imagining of future outcomes Verbal persuasion about capability Social support practical (SB)	Self-efficacy (also SB)  Positive group climate	Equipment for the activity break  Mood rating spread sheets  PA diary sheets for home assignment	
Session 3: How and where could I be physically active?	1) Students get and accurate idea of their current level of PA, 2) Students learn about different PA opportunities, 3) Students find personally meaningful ways to be physically active, 4) Students perceive a positive social norm regarding PA	The session started with summarising last week's discussion about the consequences of PA and SB, and then reviewing with a class mate the PA diary home assignment. Students were encouraged to give positive feedback to each other. After the class mate discussions a short activity break was held. This was followed by a group exercise where the students got to select cards presenting positive consequences of PA. Each student picked the card that presented the consequences they found most meaningful. Choices were discussed in a standing circle among the whole group. Next, student were asked to draw a map of different PA	Information about social and environmental / emotional / health consequences Feedback on behavior / Social reward Social support (unspecified) Demonstration of the behavior Behavioral practice/rehearsal	Outcome expectations (also SB) Autonomous motivation (integrated motivational regulation) Descriptive norm Self-efficacy Behavioral self- regulation	Powerpoint presentation: Summary of session 2  Cards on consequences of PA  Work sheets for the PA opportunity map exercise	Face-to-face in class  Individual home assignment sheets  Project website provided ideas for PA experiment execution

were divided into small groups and each group focused on one specific environment. The groups' task was to come up with as many interesting physical activities as possible that can be done in this environment. The findings were discussed as a whole group. This week's home assignment was to experiment with one new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  Setting  Setf-monitoring of behavior  Monitoring of monitoring of were particular to severe they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  This session started with filling a mid-intervention questionnaire (T2). After this, setting SMART goals, 2)  SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  of their PA goals  This interactive mini lecture on SMART. goals were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The			opportunities within their community. They	Graded tasks	Knowledge		PA experiment and	
focused on one specific environment. The groups' task was to come up with as many interesting physical activities as possible that can be done in this environment. The findings were discussed as a whole group. This week's home assignment was to experiment with one new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  1) Students learn about setting SMART goals. 2) SMART-goals  This session started with filling a midabout setting setting SMART goals. 2) SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  The project week. The group facilitator provided students with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The			were divided into small groups and each group	Instruction of house-	_		PA diary sheets	
groups' task was to come up with as many interesting physical activities as possible that can be done in this environment. The findings were discussed as a whole group. This week's home assignment was to experiment with one new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  1) Students learn about the setting source of the setting source of themselves and create action plans, 3) Students are monitor the achievement of their PA goals of their PA goals of their PA goals of their PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The			focused on one specific environment. The					
setting sharm good on this environment. The findings were discussed as a whole group. This week's home assignment was to experiment with one new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  Session 4:  Session 4:  1) Students learn about setting SMART goals, 2)  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  minitor the achievement of their PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The			groups' task was to come up with as many	•				
can be done in this environment. The findings were discussed as a whole group. This week's home assignment was to experiment with one new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4: 1) Students learn about setting SMART goals, 2) SMART-goals SMART goals, 2) SMART-goals SMART goals, 3) Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The			interesting physical activities as possible that					
Session 4:  Session 4:  Session 4:  Setting  SMART-goals  This session started with filling a mid- intervention questionnalire (T2). After this, students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  This provided students were assignment was to experiment with one new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  This session started with filling a mid- intervention questionnalire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive min ilecture on SMART-goal set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The			can be done in this environment. The findings	·				
new type of PA. The students were encouraged to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4: 1) Students learn about setting SMART goals, 2)  SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  Mart-goals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were current behavior and goal motivation  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The goal setting				Action planning				
to select the trial activity from the opportunity map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  1) Students learn about setting SMART goals, 2) SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The				Self-monitoring of				
map they had created. Finding workout partners was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4: 1) Students learn about setting SMART goals, 2) SESSION 4: Setting setting SMART goals, 2) SMART-goals Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  Minimum of memotional consequences  Verbal persuasion about capability Framing/Reframing  Review behavior goal(s) regulation presentation: class students discussed their PA experiment home assignments with a class mate, followed by summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The Goal setting  Montrol of Powerpoint presentation: goal(s)  Face-to-goals  Powerpoint presentation: class on about capability  Framing/Reframing  Review behavior goal(s)  Framing/Reframing  Review behavior goal(s)  Freedback on Autonomous motivation behavior motivation behavior motivation  SMART PA goals  Individual work sheets for making SMART pa goals and action plans of next week. The group facilitator provided students with assistance in making their goals SMART. The				behavior				
was also encouraged. Each student was handed a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  Setting SMART goals, 2)  SMART-goals  SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  of their PA goals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Nach, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The				Monitoring of				
a worksheet where they could report their PA experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  Setting SMART goals, 2)  SMART-goals  This session started with filling a midintervention questionnaire (T2). After this, students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals monitor the achievement of their PA goals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals monitor the achievement of their PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The								
experiments and keep a PA diary. Different ideas for PA were also provided on the project website.  Session 4:  Session 4:  Session 4:  Setting  Setting SMART goals, 2)  SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  Mart PA goals  Mart PA goals  Mart PA goals  Mart PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  Macuto apability  Framing/Reframing  Review behavior  goal(s)  Review behavior  goal(s)  Feedback on behavior  behavior  Discrepancy between current behavior and goal  Individual work sheets for making brovel to perform a behaviour  Goal setting  Mart PA goals and action plans				consequences				
ideas for PA were also provided on the project website.  Session 4:  Setting  Setting SMART goals, 2)  SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  of their PA goals  of their PA goals  ideas for PA were also provided on the project website.  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  ideas for PA were also provided on the project which group a midintervention questionnaire (T2). After this, goal(s)  regulation presentation:  SMART PA goals  discussion points  Individual work sheets for making SMART PA goals and action plans			i · · · · · · · · · · · · · · · · · · ·					
Session 4:  Setting SMART goals, 2)  SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  This session started with filling a midintervention questionnaire (T2). After this, goal(s) regulation presentation:  Feedback on behavior  Discrepancy between current behavior and goal  Individual work sheets for making SMART PA goals and action plans  Individual work sheets for making SMART PA goals and action plans  Project or provided summans  Framing/Reframing  Powerpoint presentation:  SMART PA goals  Individual work sheets for making SMART PA goals and action plans  Project or provided summans  Framing/Reframing				about capability				
Session 4:  Setting SMART goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  Martor poals  Session 4:  1) Students learn about setting SMART goals, 2)  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  Martor poals  This session started with filling a midintervention questionnaire (T2). After this, students discussed their PA experiment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  Martor poals  Review behavior goal(s)  Feedback on behavior  Discrepancy between current behavior and goal  Instruction of how to perform a behaviour  SMART PA goals and action plans  Project or provided summars  SMART PA goals and action plans  Project or provided summars  SMART PA goals and action plans  Project or provided summars  SMART PA goals and action plans			· · · · · · · · · · · · · · · · · · ·	Framing/Reframing				
Setting SMART goals, 2) Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  Tegarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  Setting SMART goals, 2) Intervention questionnaire (T2). After this, students thome assignment thome assignment home assignments with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals motivation  Setting SMART goals, 2)  Feedback on behavior  Discrepancy between current behavior and goal  Individual work sheets for making SMART PA goals and action plans  Project or provided sudents with assistance in making their goals SMART. The			website.					
Setting SMART goals, 2) SMART-goals Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  The part of their PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The students of their part of the								
SMART-goals  Students set personally meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  of their PA g		· ·				self-	•	Face-to-face in
meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  of their PA goals  of their PA goals  meaningful PA goals for themselves and create action plans, 3) Students monitor the achievement of their PA goals  of themselves and create action plans in interactive mini lecture on SMART-goals  of their PA goals  of themselves and create action plans, 3) Students  of their PA goals  of themselves and create action plans, 3) Students  of their PA goals  of themselves and create action plans in interactive mini lecture on SMART-goals  of their PA goals  of the provided students with a class mate, followed by a summarizing discussion as a whole group. Next, a 15 min interactive mini lecture on SMART-goals  of their PA goals  of the provided students with a class mate current behavior and goal  of their PA goals  of their PA goals  of their PA goals  of their PA goals  of the provided students with a class mate current behavior and goal  Individual work sheets for making struction of how to perform a behaviour  of their PA goals	_			goal(s)	regulation		presentation:	class
themselves and create action plans, 3) Students monitor the achievement of their PA goals  The part of their PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The goals SMART. The goals setting  The part of the provided students with a class mate perform a behavior and goal  The part of the provided students with a class mate perform a behaviour  The part of the provided students with a class mate goal solution of how to perform a behaviour  The part of the provided students with a class mate goal solution of how to perform a behaviour  The part of the provided students with a class mate goal solution of how to perform a behaviour  The part of the provided students with a class mate goal solution of how to perform a behaviour  The part of the provided students with a class mate goal solution of how to perform a behaviour  The part of the part of the provided students with a class mate goal solution of how to perform a behaviour  The part of the provided students with a class mate goal solution of how to perform a behaviour solution of how to perform a behavior solu	SMART-goals	· · ·	·	Feedback on	Autonomous		SMART PA goals	
action plans, 3) Students monitor the achievement of their PA goals  The project of group facilitator provided students with assistance in making their goals SMART. The  action plans, 3) Students monitor the achievement of their PA goals  The project of perform a behaviour  Discrepancy between current behavior and goal  Individual work sheets for making SMART PA goals and action plans Self-efficacy  The project of perform a behaviour  Solf-efficacy  Solf-efficacy  The project of perform a behaviour  Solf-efficacy  The project of perform a behaviour  Solf-efficacy  Solf-efficacy  Solf-efficacy  The project of perform a behaviour  Solf-efficacy  Solf-		0 0		behavior	motivation		discussion points	Individual home
monitor the achievement of their PA goals  regarding PA was held. Students were encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  current behavior and goal  lindividual work sheets for making SMART PA goals and action plans  Project value of their PA goals and goal  sheets for making sheets f				Discrenancy hetween	Self-efficacy			assignment shee
of their PA goals  encouraged to individually or with a class mate set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  lindividual work sheets for making SMART PA goals and perform a behaviour goal setting  Project value of their PA goals  Individual work sheets for making sheets for making sheets for making sheets for making summander of their particular work sheets for making sheets for making summander of their particular work sheets for making sheets for making summander of their particular work sheets for making sheets for making summander of their particular work sheets for making s		, , ,	_	' '	Jen-enneacy			assignification street
set PA goals and action plans for next week. The group facilitator provided students with assistance in making their goals SMART. The  Instruction of how to perform a behaviour  Goal setting  Sneets for making SMART PA goals and action plans  Project value of the perform a behaviour summan setting sheets for making SMART PA goals and action plans of the perform a behaviour summan setting sheets for making SMART PA goals and action plans of the perform a behaviour summan setting sheets for making SMART PA goals and action plans for next week. The perform a behaviour statement of the performance o								
group facilitator provided students with assistance in making their goals SMART. The Goal setting SMART PA goals and perform a behaviour SMART PA goals and provided summan summan setting settin		or men ka goals					· ·	Project website
assistance in making their goals SMART. The  Goal setting							-	provided a
L (108) Setting			1 - '	·			action plans	summary of
			home assignment of the week was to execute	•				SMART goals
the action plans and monitor the execution by (behavior)			_	(behavior)				
keeping a PA diary.  Action planning			i i	Action planning				

Session 5: Reviewing and resetting goals	1) Students review their PA goals and receive feedback, 2) Students	This session started with the students reviewing their last week's PA goal achievement with a class mate and individually setting new goals for	Social support (unspecified)  Self-monitoring of behaviour  Monitoring of emotional consequences  Behavioral practice/rehearsal  Graded tasks  Verbal persuasion about capability  Feedback on behaviour	Behavioral self regulation	Revised SMART goal work sheets	Face-to-face in class
resetting godis	evaluate the facilitators and barriers of achieving their PA goals, 3) Students learn coping planning skills to prepare for setbacks and plan for strategies to overcome barriers of being physically active	the following week with the help of the IV facilitator and class mates. SMART goals were revised during a brief group conversation. Next, students conducted a small group task where they were provided with written cases about youth with different barriers for being physically active. The groups' task was to provide their case with as efficient coping plans for these situations as possible. After working in small groups, the cases and solutions were discussed with the whole class. Finally, students were asked to individually fill in a coping planning sheet combining different barriers for PA with the most functional coping strategies (see Armitage). This week's home assignment was to execute the revised PA goal.	Discrepancy between current behavior and goal Review behavior goal(s) Goal setting (behavior) Action planning Social support (unspecified) Self-monitoring of behaviour Monitoring of emotional consequences	Self-efficacy Autonomous motivation	Barriers for PA case example sheets  Coping planning work sheets	Individual home assignment sheets

			Problem solving  Behavioral practice/rehearsal  Graded tasks  Prompts/cues  Verbal persuasion about capability  Restructuring the physical environment  Identification of self as role model			
Session 6: Finish line	1) Students understand what constitutes physical fitness and learn about PA recommendations, 2) Students get an idea of their current level of physical fitness (endurance, strength, mobility), 3) Students learn how to avoid PA related injuries, 4) Students feel competent to maintain a physically active lifestyle	The final session started with a short group revision of last weeks' PA goals and learnings. This was followed by a playful knowledge quiz on 1) areas of physical fitness & ways to improve them and 2) PA & SB recommendations for adolescents. The quiz was conducted in small groups. After the quiz an interactive mini lecture was held on safe ways to improve one's physical fitness and avoid PA related injuries. After this, a 15 min activity break was held. This included playful testing of different areas of students' physical fitness (strength, mobility, aerobic fitness). The final activity of the session was a summarizing group discussion of the main messages and learnings of the intervention. At the end of the meeting student were handed a leaflet with different types of PA goals and exercise ideas related to the different areas of physical fitness. Students were encouraged to	Review behavior goal(s)  Feedback on behaviour  Discrepancy between current behavior and goal  Social support (unspecified)  Behavioral practice/rehearsal  Graded tasks  Instruction of how to perform a behaviour  Demonstration of the behavior	Knowledge (also SB)  Behavioral self- regulation  Autonomous motivation (also SB)  Outcome expectations (also SB)  Self-efficacy (also SB)	Powerpoint presentation: Instructions for the quiz, Discussion points on PA related injuries Discussion points on main learnings of the intervention  Physical fitness goal exercise sheets	Face-to-face in class  Individual home assignment sheets

		select the goals that they found personally most meaningful.	Goal setting (behavior)  Action planning  Verbal persuasion about capability  Information about social and environmental / emotional / health consequences  Salience of consequences			
Personal booster contact 1	1) Provide students with an opportunity to reflect on their PA after the intervention, 2) Provide individual instruction and support for students in ways of being physically active, 3) Set new PA goals if the students want to	A month after the last intervention session, the facilitator called all students who had given their approval for booster contacts. The phone call was semi-structured to cover the following topics: 1) Review of how the students have felt about PA after the intervention and how motivated they have been in continuing PA, 2) Asking students about their concerns related to PA or setting PA goals, 3) Informing the students about the intervention project's FB-page. Within these frames, the discussion was focused according to the students' own interests. If students were not reached, they were contacted via email where the same points were covered.	Review behavior goal(s)  Feedback on behaviour  Social support (unspecified)  Instruction of how to perform a behaviour  Goal setting (behavior)  Action planning  Problem solving  Verbal persuasion about capability  Information about social and	Outcome expectations Autonomous motivation Self-efficacy Behavioral self- regulation	Call / email script	1-on-1 via telephone or if participant not reached, via email.

			environmental consequences Information about health consequences Information about emotional consequences Monitoring of emotional consequences		
Personal booster contact 2	Provide students with knowledge on how to build effective PA habits	Two months after the intervention student were contacted again via e-mail. The facilitator thanked the students for participating in the intervention and provided them with ideas on how to build PA habits by using prompts and cues and setting graded tasks for oneself.	Instruction of how to perform a behaviour Prompts/cues Habit formation	Behavioral self- regulation Autonomous motivation	1-on-1 via email
Social media boosters	Revise and boost the learnings from the intervention sessions	On the project FB-page students were provided with printable PA diary sheets, and SMART goal setting sheets. Students were prompted to visit the project website. Students were introduced to alternative ways to monitor PA & arrange social support for being physically active by using social media apps (HeiaHeia). Students were provided with different types of easy and fun ideas for PA (as it was summer, many of the suggested activities could be done outdoors). Students were prompted to set PA related cues to their home environment.	Self-monitoring of behaviour Goal setting (behavior) Action planning Social support (unspecified) Restructuring the physical environment	Behavioral self- regulation Knowledge Self-efficacy Autonomous motivation	Project FB-page updates and discussion among students and facilitator

	Instruction of how to perform a behaviour		
	Behavioral experiment		
	Prompts/cues		

<sup>1.</sup> There were some differences between the calls with different students depending on what they wanted to discuss.