

Do adolescents' experiences of the barriers to and facilitators of physical activity differ by socioeconomic position? A systematic review of qualitative evidence

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Table S1: A table documenting how prevalent codes were developed into descriptive and then analytical themes

Analytical themes	Descriptive themes (prevalent codes)
Low-SEP	
Support for physical activity	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Parental support (financial, transportation, prioritisation/value, family structure) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Parental support (encouragement, family structure) -Peer support (companionship, enjoyment, practical support) - Teachers and coach support (encouragement, information, opportunities)
Accessibility and the environment	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Local public transport (anxiety, unsafe, crime, unreliable, poorly connected) -Local facilities (proximity, quality, vandalism, litter) -Local environment (crime, loose animals, traffic, other residents) -School environment (facilities, opportunities) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Local facilities (community centers, free/low cost activities)
Experiences of health and other behaviours	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Benefits of physical activity (understanding of physical activity) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Benefits of physical activity (understanding of physical activity, physical health, mental health, environmental)
Gendered experiences	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Female (appearance, body image, self conscious, self-esteem, anxiety, parental attitudes, stereotyping, opportunities/provision, support) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Male (skill based activities, mixed-gender activities) -Female (same gender environment)
Middle-SEP	
Support for physical activity	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Parental support (car use)

	<p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Parental support (financial) -Peer support (companionship, fun)
Accessibility and the environment	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -n/a <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Local facilities (proximity, quality) -Local environment (safety, freedom, countryside)
Experiences of health and other behaviours	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Other behaviours (social demands, friendship groups, competing priorities) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -n/a
Gendered experiences	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Inactive male (competition, high-intensity) -Inactive female (team competition, pressure to win) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -n/a
High-SEP	
Support for physical activity	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Parental support (opt out, academic success) -Peer support (opt out, companionship) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Parental support (financial, companionship, opportunities, transport, encouragement) -Peer support (companionship)
Accessibility and the environment	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -n/a <p><i>Facilitators</i></p>

	<ul style="list-style-type: none"> -School provision (opportunities/trips, clubs/activities, facilities) -Local facilities (proximity, quality) -Local environment (countryside)
Experiences of health and other behaviours	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Other behaviours (academic, extra-curricular, sleep, physical activity as a barrier) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -n/a
Gendered experiences	<p><i>Barriers</i></p> <ul style="list-style-type: none"> -Female (male peers, male staff) <p><i>Facilitators</i></p> <ul style="list-style-type: none"> -Female (same gender environment)