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**The Feasibility of a Novel School Peer-Led Mentoring Model to Improve the Physical Activity Levels and Sedentary Time of Adolescent Girls: The Girls Peer Activity (G-PACT) Project**

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### Article

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# Supplementary Material

## **Title: The Feasibility of a Novel School Peer-led Mentoring Model to Improve the Physical Activity Levels and Sedentary Time of Adolescent Girls: The Girls' Peer Activity (G-PACT) Project**

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**S1: Educational leadership sessions theory map and session aims**

Session Focus	Session Overview / LO's	Behaviour Change Techniques	SCT / SDT Constructs
Workshop Day Part 1; Introduction to programme and leadership Information	<ul style="list-style-type: none"> <li>- What is the purpose of the project?</li> <li>- Provide information about leadership and the role of peer leaders</li> <li>- What do the students think about leadership?</li> <li>- What are the traits of good leaders?</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in *fun* workshop activities</li> <li>- Prompt identification as role model/ position advocate</li> <li>- General communication skills training</li> </ul>	<ul style="list-style-type: none"> <li>- Autonomy</li> <li>- Competence</li> <li>- Relatedness</li> <li>- Intrinsic Motivation</li> <li>- Role modelling</li> <li>- Self-efficacy</li> </ul>
Workshop Day Part 2; PA and health knowledge	<ul style="list-style-type: none"> <li>- What is PA?</li> <li>- What are the different type of PA?</li> <li>- What physical activities do the students do?</li> <li>- Importance of PA for good health, physical, psychological and social</li> <li>- Communication task</li> </ul>	<ul style="list-style-type: none"> <li>- Provide information on consequences of behaviour in general</li> <li>- Provide information on consequences of behaviour to the individual</li> <li>- Provide normative information about others' behaviour</li> <li>- Prompt identification as role model/ position advocate</li> </ul>	<ul style="list-style-type: none"> <li>- Autonomy</li> <li>- Competence</li> <li>- Outcome expectations</li> <li>- Outcome expectations</li> <li>- Outcome expectations</li> <li>- Role modelling</li> </ul>

School Workshop 1; Motivation	<ul style="list-style-type: none"> <li>- What is motivation?</li> <li>- How to motivate others?</li> <li>- Review of first PA session</li> </ul>	<ul style="list-style-type: none"> <li>- Plan social support/ social change</li> <li>- Barrier identification/Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Autonomy</li> <li>- Competence</li> <li>- Social support</li> </ul>
School Workshop 2; Goal setting	<ul style="list-style-type: none"> <li>- What is goal setting?</li> <li>- How to set effective goals?</li> <li>- Develop goal setting skills / set targets to achieve</li> </ul>	<ul style="list-style-type: none"> <li>- Goal setting (behaviour)</li> <li>- Prompt self-monitoring of behaviour including; setting goals, reviewing goals, specifying action plans and feedback on performance</li> </ul>	<ul style="list-style-type: none"> <li>- Autonomy</li> <li>- Competence</li> <li>- Social support</li> <li>- Self-regulation</li> </ul>
School Workshop 3; Barriers to PA and methods to increase PA	<ul style="list-style-type: none"> <li>- Identify barriers to PA</li> <li>- Methods to break down barriers</li> <li>- More in-depth benefits of physical activity</li> <li>- Problem solving task</li> </ul>	<ul style="list-style-type: none"> <li>- Barrier identification/Problem solving</li> <li>- Provide information on where and when to perform the behaviour (Prompts cues)</li> </ul>	<ul style="list-style-type: none"> <li>- Self-efficacy</li> <li>- Autonomy</li> <li>- Competence</li> <li>- Intrinsic Motivation</li> </ul>
School Workshop 4; Social support and review of programme	<ul style="list-style-type: none"> <li>- How to provide social support to friends</li> <li>- How to encourage friends</li> <li>- How to engage with peers</li> </ul>	<ul style="list-style-type: none"> <li>- Plan social support/ social change</li> <li>- Barrier identification/Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Social support</li> <li>- Self-efficacy</li> <li>- Autonomy</li> <li>- Competence</li> <li>- Relatedness</li> </ul>

	<ul style="list-style-type: none"> <li>- Review previously covered content for information booklet</li> <li>- Problem solving task</li> </ul>		
<p>School Support Sessions 5 and 6; Leadership support and mentoring</p>	<ul style="list-style-type: none"> <li>- Revisit previously set goals</li> <li>- Re-set goals for future weeks</li> <li>- Provide the leaders support and advice on their role</li> <li>- Discuss the new after school PA club and probe for feedback on the club</li> <li>- Encourage peer leaders in their role</li> </ul>	<ul style="list-style-type: none"> <li>- Review behaviour goals (goal setting)</li> <li>- Prompt self-monitoring of behaviour</li> <li>- Prompt review of behavioural goals</li> <li>- Barrier identification/Problem solving</li> <li>- Provide information on where and when to perform the behaviour (Prompts cues)</li> </ul>	<ul style="list-style-type: none"> <li>- Autonomy</li> <li>- Competence</li> <li>- Relatedness</li> <li>- Intrinsic Motivation</li> <li>- Social support</li> <li>- Self-regulation</li> <li>- Self-efficacy</li> </ul>

**S2:** After-school club period adjusted means (SE) for ST and MVPA at baseline, post-INT and mean difference

School	Time	ST (Minutes)		Adjusted difference in means (95% CI)	MVPA (Minutes)		Adjusted difference in means (95% CI)
		Mean	SE		Mean	SE	
<b>1.Class</b>	Baseline	62.9	0.0	-1.4 (-4.5 to -0.7)	5.1	0.0	0.0 (-0.1 to 1.2)
	Post-INT	61.5	1.1		5.1	0.4	
<b>2.Choice</b>	Baseline	62.9	0.0	2.7 (-0.3 to 5.8)	5.1	0.0	0.0 (-1.2 to 1.2)
	Post-INT	65.6	1.6		5.1	0.6	
<b>3.No Club</b>	Baseline	62.9	0.0	1.1 (-2.3 to 4.2)	5.1	0.0	-1.2 (-2.6 to -0.1)
	Post-INT	64.0	1.4		3.9	0.5	

Notes: Mean Difference = change baseline to post-INT