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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

<table>
<thead>
<tr>
<th>Session Focus</th>
<th>Session Overview / LO’s</th>
<th>Behaviour Change Techniques</th>
<th>SCT / SDT Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Day Part 1; Introduction to programme and leadership Information</td>
<td>- What is the purpose of the project? &lt;br&gt;- Provide information about leadership and the role of peer leaders &lt;br&gt;- What do the students think about leadership? &lt;br&gt;- What are the traits of good leaders?</td>
<td>- Participation in <em>fun</em> workshop activities &lt;br&gt;- Prompt identification as role model/ position advocate &lt;br&gt;- General communication skills training</td>
<td>- Autonomy &lt;br&gt;- Competence &lt;br&gt;- Relatedness &lt;br&gt;- Intrinsic Motivation &lt;br&gt;- Role modelling &lt;br&gt;- Self-efficacy</td>
</tr>
<tr>
<td>Workshop Day Part 2; PA and health knowledge</td>
<td>- What is PA? &lt;br&gt;- What are the different type of PA? &lt;br&gt;- What physical activities do the students do? &lt;br&gt;- Importance of PA for good health, physical, psychological and social &lt;br&gt;- Communication task</td>
<td>- Provide information on consequences of behaviour in general &lt;br&gt;- Provide information on consequences of behaviour to the individual &lt;br&gt;- Provide normative information about others’ behaviour &lt;br&gt;- Prompt identification as role model/ position advocate</td>
<td>- Autonomy &lt;br&gt;- Competence &lt;br&gt;- Outcome expectations &lt;br&gt;- Outcome expectations &lt;br&gt;- Role modelling</td>
</tr>
</tbody>
</table>
| School Workshop 1; Motivation | - What is motivation?  
- How to motivate others?  
- Review of first PA session | - Plan social support/social change  
- Barrier identification/Problem solving | - Autonomy  
- Competence  
- Social support |
|-------------------------------|---------------------------------|---------------------------------|----------------------|
| School Workshop 2; Goal setting | - What is goal setting?  
- How to set effective goals?  
- Develop goal setting skills/set targets to achieve | - Goal setting (behaviour)  
- Prompt self-monitoring of behaviour including; setting goals, reviewing goals, specifying action plans and feedback on performance | - Autonomy  
- Competence  
- Social support  
- Self-regulation |
| School Workshop 3; Barriers to PA and methods to increase PA | - Identify barriers to PA  
- Methods to break down barriers  
- More in-depth benefits of physical activity  
- Problem solving task | - Barrier identification/Problem solving  
- Provide information on where and when to perform the behaviour (Prompts cues) | - Self-efficacy  
- Autonomy  
- Competence  
- Intrinsic Motivation |
| School Workshop 4; Social support and review of programme | - How to provide social support to friends  
- How to encourage friends  
- How to engage with peers | - Plan social support/social change  
- Barrier identification/Problem solving | - Social support  
- Self-efficacy  
- Autonomy  
- Competence  
- Relatedness |
| School Support Sessions 5 and 6; Leadership support and mentoring | - Review previously covered content for information booklet  
- Problem solving task | - Revisit previously set goals  
- Re-set goals for future weeks  
- Provide the leaders support and advice on their role  
- Discuss the new after school PA club and probe for feedback on the club  
- Encourage peer leaders in their role | - Review behaviour goals (goal setting)  
- Prompt self-monitoring of behaviour  
- Prompt review of behavioural goals  
- Barrier identification/Problem solving  
- Provide information on where and when to perform the behaviour (Prompts cues) | - Autonomy  
- Competence  
- Relatedness  
- Intrinsic Motivation  
- Social support  
- Self-regulation  
- Self-efficacy |
S2: After-school club period adjusted means (SE) for ST and MVPA at baseline, post-INT and mean difference

<table>
<thead>
<tr>
<th>School</th>
<th>Time</th>
<th>ST (Minutes)</th>
<th>Adjusted difference in means (95% CI)</th>
<th>MVPA (Minutes)</th>
<th>Adjusted difference in means (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SE</td>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>1.Class</td>
<td>Baseline</td>
<td>62.9</td>
<td>0.0</td>
<td>-1.4 (-4.5 to -0.7)</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Post-INT</td>
<td>61.5</td>
<td>1.1</td>
<td></td>
<td>5.1</td>
</tr>
<tr>
<td>2.Choice</td>
<td>Baseline</td>
<td>62.9</td>
<td>0.0</td>
<td>2.7 (-0.3 to 5.8)</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Post-INT</td>
<td>65.6</td>
<td>1.6</td>
<td></td>
<td>5.1</td>
</tr>
<tr>
<td>3.No Club</td>
<td>Baseline</td>
<td>62.9</td>
<td>0.0</td>
<td>1.1 (-2.3 to 4.2)</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Post-INT</td>
<td>64.0</td>
<td>1.4</td>
<td></td>
<td>3.9</td>
</tr>
</tbody>
</table>

Notes: Mean Difference = change baseline to post-INT