



LJMU Research Online

Owen, M, Kerner, C, Taylor, SL, Noonan, RJ, Newson, LM, Kosteli, MC, Curry, WB and Fairclough, SJ

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

<http://researchonline.ljmu.ac.uk/id/eprint/8760/>

Article

Citation (please note it is advisable to refer to the publisher's version if you intend to cite from this work)

Owen, M, Kerner, C, Taylor, SL, Noonan, RJ, Newson, LM, Kosteli, MC, Curry, WB and Fairclough, SJ (2018) 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. Children.

LJMU has developed **LJMU Research Online** for users to access the research output of the University more effectively. Copyright © and Moral Rights for the papers on this site are retained by the individual authors and/or other copyright owners. Users may download and/or print one copy of any article(s) in LJMU Research Online to facilitate their private study or for non-commercial research. You may not engage in further distribution of the material or use it for any profit-making activities or any commercial gain.

The version presented here may differ from the published version or from the version of the record. Please see the repository URL above for details on accessing the published version and note that access may require a subscription.

For more information please contact researchonline@ljmu.ac.uk

<http://researchonline.ljmu.ac.uk/>

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

Michael B. Owen ^{1*}, Charlotte Kerner ^{1,2}, Sarah L. Taylor ¹, Robert J. Noonan ¹, Lisa Newson ³, Maria-Christina Kosteli ¹, Whitney B. Curry ⁴, and Stuart J. Fairclough^{1,5}

1. Physical Activity and Health Research Group, Department of Sport and Physical Activity, Edge Hill University, St Helens Road, Ormskirk, Lancashire, L39 4QP, UK; Michael.Owen@edgehill.ac.uk (M.B.O.); Sarah.Taylor11@go.edgehill.ac.uk (S.L.T.); Robert.Noonan@edgehill.ac.uk (R.J.N.); Maria-Christina.Kosteli@edgehill.ac.uk (M.C.K.); Stuart.Fairclough@edgehill.ac.uk (S.J.F.)
2. Department of Life Sciences, Brunel University, London, UB8 3PH, UK; Charlotte.Kerner@brunel.ac.uk (C.K.)
3. Natural Sciences and Psychology, Research Centre for Brain and Behaviour, Liverpool John Moores University, Liverpool, L3 5AF, UK; L.M.Newson@ljmu.ac.uk (L.N.)
4. Wellbeing and Public Health, Cornwall Council, Truro, TR1 3AY, UK; whitney.curry@cornwall.gov.uk (W.B.C.)
5. Department of Physical Education and Sport Sciences, University of Limerick, Limerick, Ireland

* Correspondence: Michael.Owen@edgehill.ac.uk; Tel.: +44-016956-57344

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

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

	<ul style="list-style-type: none"> - Review previously covered content for information booklet - Problem solving task 		
<p>School Support Sessions 5 and 6; Leadership support and mentoring</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - 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

School	Time	ST (Minutes)		Adjusted difference in means (95% CI)	MVPA (Minutes)		Adjusted difference in means (95% CI)
		Mean	SE		Mean	SE	
1.Class	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	
2.Choice	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	
3.No Club	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