

Supplementary Material I: Topic Guide

Topic Guide			
Pre-intervention	End of phase one (External regulation; Introjected regulation)	End of phase two (Introjected regulation; Identified regulation)	12 months post-baseline follow up (Integrated motivation)
<p>Explore the barriers and facilitators to PA</p> <p>What stops you from being physically active? (Relational support)</p> <p>Role of parents/friends in your PA? (Autonomy support; Relational support)</p> <p>Any ideas to increase PA? (Autonomy support)</p> <p>Opportunities for PA within school/community? (Autonomy support; Relational support)</p>	<p>Explore the experiences of StepSmart</p> <p>How easy is it to find ways in which to be more active? (Autonomy support)</p> <p>Did completing the StepSmart Challenge with friends make it easier? Or more pressure? (Autonomy support; Relational support)</p> <p>Do you enjoy telling people about your success in terms of PA (e.g. showing others your steps)? (Perceived competence; Relatedness)</p>	<p>Explore the how participants felt about the different competition elements</p> <p>How did the team competition compare to the individual competition? (Relational support)</p> <p>Some of the class were more/less active than you. How did you feel when you compared your steps to the class? (Perceived competence)</p> <p>Did team members encourage you to be active or not? (Autonomy support)</p> <p>How did you feel if you didn't contribute to the team/school's step count? (Perceived competence)</p>	<p>Explore if there has been a change in PA (formation of habit)</p> <p>One year on: how active are you now (compared to before you took part)?</p> <p>Did you make changes to your PA? Why/why not? (<i>changes to routine ... active travel, walking with friends etc.</i>)</p> <p>If you did make any changes, which are you still doing? What strategies helped? (Autonomy support)</p>
<p>Explore the acceptability of the intervention components</p> <p>Have you ever heard of...or used a pedometer? What is it you (dis)like about them?</p> <p>Feelings on writing down your own daily steps goals in a workbook.</p>	<p>Explore the attitude towards PA</p> <p>Do you enjoy PA?</p> <p>What are your main reasons for being active? (i.e. role of the prizes and other elements?)</p>	<p>Explore how the StepSmart Challenge instigated any changes in participants PA</p> <p>How do you feel about PA since the StepSmart Challenge?</p> <p>What have you enjoyed?</p>	<p>Explore how participants felt about the StepSmart Challenge</p> <p>Why did you choose to participate?</p> <p>Good/not so good aspects of the competition?</p> <p>Did the competition motivate – no/at beginning/all throughout?</p>

<p>(Perceived competence; Autonomy support)</p> <p>What features of a website would you find appealing?</p> <p>How do you feel about entering a school-based competition?</p> <p>Any advantages/disadvantages to team vs individual competitions</p> <p>What prizes would motivate young people to take part?</p>	<p>Do you enjoy finding new ways of becoming more active? (Autonomy support)</p> <p>Do you think your motivation towards PA has changed?</p>	<p>Has the StepSmart Challenge increased your PA? If not, what would motivate you to be more active?</p> <p>Since the StepSmart Challenge, what new opportunities have you found to be active? (Autonomy support)</p> <p>Anything outside your control stopping you from being active? (e.g. park proximity, family, other) (Autonomy support; Relational support)</p>	
	<p>To explore the consequences of PA</p> <p>Do you find yourself having more energy?</p> <p>Do you feel more confident in being able to achieve things? (Perceived competence)</p> <p>How do you feel after you've completed some PA?</p> <p>Do you think you are more active now than when you started? Why?</p>	<p>Explore how participants felt about the use of the pedometer</p> <p>How often did you use the pedometer? What did you like/dislike about it? (e.g. Feedback) (Perceived competence; Autonomy support)</p> <p>How many of you are still using the pedometer? Why?</p>	<p>Explore how participants felt about the team/individual competition</p> <p>Class vs school, was one enjoyed more? (Autonomy support; Relational support)</p> <p>Influence of friends on being active? (Autonomy support; Relational support)</p> <p>Opportunity to make new friends? (Relational support)</p> <p>Feelings about not contributing to the team/school step count? (Perceived competence)</p> <p>More motivated if friends wanted to do well in the competition? (Relational support)</p>

		<p>Explore how participants felt about the rewards/prizes</p> <p>What did you think of the prizes?</p> <p>Tell me how well they worked to motivate you?</p> <p>How did you feel if you didn't win a prize? (Perceived competence)</p> <p>If no prizes, but still a competition, would you still be as active? Why?</p>	<p>Explore how participants felt about the rewards/prizes</p> <p>Type of prizes preferred, including trophy or a certificate?</p> <p>Not competing against others, but beating your own goal? (Autonomy support; Perceived competence)</p>
		<p>Explore how the website and Facebook group were used</p> <p>Things you liked/didn't like about the website?</p> <p>What did you think of Facebook group? (Autonomy support; Relational support)</p> <p>Which way would you prefer to get your information from? (Autonomy support)</p>	<p>Mood/motivation did these change at different stages of the intervention?</p> <p>Feelings if didn't make as many steps as others? Did that affect your mood? (Perceived competence; Relational support)</p> <p>If you did/didn't do well - did that motivate/demotivate you? (Perceived competence; Relational support)</p> <p>If felt like don't have a good chance to win would that make you stop trying? (Perceived competence; Relational support)</p>

Red text illustrates how items in the topic guide are linked the concepts of self-determination theory