

| Determinant                          | Methods from theory                                                                    | Intervention strategies                                                               | Intervention materials                                                                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitude/Knowledge/<br>Awareness     | Passive learning/providing information                                                 | Providing written and verbal information                                              | Information in print materials (workbook/worksheets) during school lessons on label reading<br>health consequences of excessive consumption SSB's Videotape on clandestine advertising<br>Posters in school canteen     |
|                                      | Active processing of information                                                       | Evaluating understanding                                                              | Knowledge tests (quizzes: DRINKiT)<br>Cut and paste worksheets regarding SSB<br>Role model stories<br>Group discussions<br>Questionnaires (TESTiT)<br>Test recipes (workbook/worksheet)<br>Invent own recipes (website) |
|                                      | Self-monitoring and feedback                                                           | Monitoring of own behaviour<br>(social) comparison                                    | Pocket-size diary (CHECKiT, 3 days)<br>Worksheets<br>Computer-tailored advice                                                                                                                                           |
| Social support                       | Social modelling/peer modelling/social comparison                                      | Providing information                                                                 | Workbook/worksheets/computer tailored advice (questionnaires, website or CD-rom)<br>Role play<br>Group discussions                                                                                                      |
| Habit                                | Breaking automatic stimulus-response relations, rising awareness of habitual behaviour | Changing the environment/point-of-decision prompts                                    | Posters near food access points/ changing canteen assortment                                                                                                                                                            |
| Perceived behavioural control/skills | Goal setting                                                                           | Formulation of implementation intentions<br>Individualized feedback                   | Worksheets to help exact planning goals (How? When? Where? With whom?)<br>Role model stories<br>Discussion barriers/difficult situations, possible solutions<br>Computer tailored advice (website or CD-rom)            |
|                                      | Reinforcement                                                                          | Providing feedback<br>Evaluation of change processes<br>Analyses difficult situations | Computer tailored advice (website or CD-rom)<br>Worksheets<br>Group discussions                                                                                                                                         |
|                                      | Association of attitude object with other positive stimuli                             |                                                                                       | Role model stories<br>Group discussions                                                                                                                                                                                 |
|                                      | Environmental changes                                                                  | Facilitation of healthy behaviours                                                    | Changes in school canteen assortment<br>Posters in school canteen                                                                                                                                                       |
|                                      | Guided practice                                                                        | Skills training (label reading and taste)<br>Provide feedback                         | Practice label reading in groups<br>Worksheets                                                                                                                                                                          |