

Supplementary File 1a. Intervention components.

<i>Phase</i>	<i>Component (Duration &amp; Setting)</i>	<i>Elements</i>	<i>Timing</i>
Main intervention (Year 1)	Face-to-face Workshop 1 (1 day at local university)	<p>Elements:</p> <ul style="list-style-type: none"> <li>• 2 x 30 min and 1 x 15 min presentations by members of the research team,</li> <li>• Individual work completed via the project website: videos of good/poor practice examples, video-based self-reflection, and action planning (i.e., goal-setting),</li> <li>• group discussion and opportunities for teachers to practice implementing taught principles in simulated scenarios (i.e., microteaching exercises).</li> </ul>	Term 2
	Implementation Task 1 (30 min self-reflection, 30 min mentoring at teacher's school)	<p>Elements:</p> <ul style="list-style-type: none"> <li>• Independent self-reflection: Using the website, teachers reflected on video recordings made by project staff. Reflections focused on implementation of teaching strategies from their Workshop 1 action plan.</li> <li>• Mentoring conversation to provide teachers with feedback on strategy implementation.</li> </ul>	
	Group Mentoring Session 1 (30 mins at each school)	Led by AMPED mentor.	
	Face-to-Face Workshop 2	Similar to Workshop 1, plus physical activity feedback regarding baseline lessons.	Term 3
	Implementation Task 2	Similar to Implementation Task 1, plus physical activity feedback regarding a mid-	

		intervention lesson.	
	Group Mentoring Session 2	Similar to Group Mentoring Session 1, but led by teacher within school. AMPED mentor observed.	
Booster Intervention (Year 2)	Face-to-face Workshop 3 (1/2 day)	Review and group discussion of AMPED strategies, including facilitators and barriers in the school. Action planning by individual teachers.	Term 1
	Implementation Task 3	Online self-reflection task, based on teacher's memory of implementation. No video of teaching provided. No individual mentoring.	
	Group Mentoring Session 3	Similar to Group Mentoring Session 2, but no AMPED mentor present.	

Supplementary File 1b: AMPED Intervention Principles and Teaching Strategies

AMPED Principles	AMPED Teaching Strategies
Maximising Movement and Skill Development	<ol style="list-style-type: none"> <li>1. Include an active warm-up with dynamic stretching.</li> <li>2. Provide lots of equipment.</li> <li>3. Employ circuits and rotations.</li> <li>4. Use grids effectively.</li> <li>5. Implement small sided games.</li> <li>6. Organise non-elimination games.</li> <li>7. Modify games to maximize activity and skill development.</li> <li>8. Integrate fitness into activities.</li> <li>9. Choose activities that maximize MVPA.</li> </ol>
Reducing Transition Time	<ol style="list-style-type: none"> <li>1. Manage the change room effectively.</li> <li>2. Take the roll while students are active.</li> <li>3. Early activity set-up.</li> <li>4. Distribute equipment quickly.</li> <li>5. Decrease talk/instructions.</li> <li>6. Form groups efficiently.</li> <li>7. Manage water breaks efficiently.</li> </ol>
Building Competence	<ol style="list-style-type: none"> <li>1. Provide overview of lesson/unit.</li> <li>2. Make behavioural expectations clear.</li> <li>3. Use questioning.</li> <li>4. Provide effective positive feedback.</li> <li>5. Provide effective corrective feedback.</li> <li>6. Match task to ability level.</li> <li>7. Limit peer comparison.</li> <li>8. Promote self-comparison.</li> </ol>
Supporting Students (including support for students' autonomy and relatedness needs)	<ol style="list-style-type: none"> <li>1. Emphasise fun and variety.</li> <li>2. Circulate around the class.</li> <li>3. Provide students with opportunities to make choices.</li> <li>4. Provide a rationale and emphasise relevance.</li> <li>5. Minimise controlling language and behavior.</li> <li>6. Take the students' perspective.</li> </ol>

Chris TeacherRole Building Competence (9mins, 55secs)

Instruction

Please rate your implementation of the following "Building Competence" principle strategies.

1. Provide overview of lesson/unit:

poor

moderate

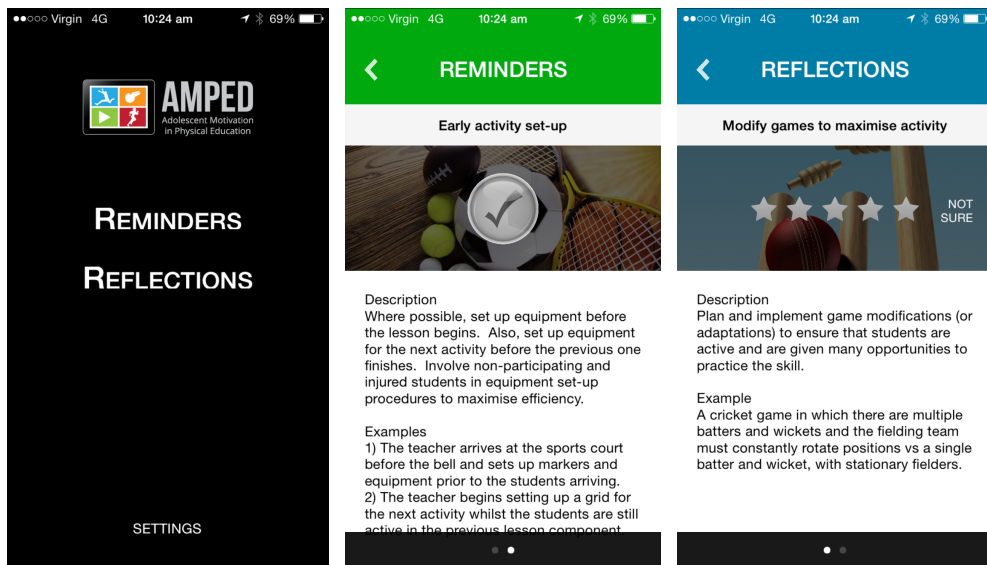
excellent

OR ☐ Strategy not used

Please explain why you gave yourself this rating.

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Supplementary Figure 1a: Screen shot of a self-reflection exercise on the AMPED website.



Supplementary Figure 1b: Screen shots of the AMPED mobile application.