***Supplementary material*** *1*

*The examples of responses related to healthy eating and physical activity based on the themes (English and Malay Version)*

***Challenges around healthy eating***

***Perception of healthy food***

* *Maybe fried rice because it contains vegetables [Girl, Rural school 2]/ Maybe nasi goring sebab dia adasayur [Perempuan, SekolahLuar Bandar 2]*
* *…one more thing is that they (the adolescents) associated healthy food as not being tasty [Principal, Urban school 2, Female]/ …satu lagi ialah selalunya makanan sihat tu di associate dengan makanan tidak sedap [Pengetua, Sekolah Bandar, Perempuan]*
* *…to add some afternoon snacks, we are planning to sell ice-cream filled bun… [Canteen operator, Urban school 1, Female]/ …nak tambah makanan ringan masa tengahari ke...kan kita nak jual roti aiskrim yang letak aiskrim tu kan… [Pengusahakantin, Sekolah Bandar 1, Perempuan]*

***Limited healthy food options at the school canteen***

* *...if we were to discuss whether the food is somewhat nutritious…balanced food is there...but maybe with extra fat (content)…or limited food like fruits… [Principal, Urban school 2, Female]/ ...kalau nak cakap dari sudut makanan tu berkhasiat ke...balanced food is there...maknanya makanan seimbang...tapi mungkin lebihan (kandungan) lemak...ataupun kurang makanan seperti buah-buahanke… [Pengetua, Sekolah Bandar 2, Perempuan]*
* *…here, we sell what the students like…when the students don’t like it…then the food is not selling (well)… [Canteen operator, Urban school 1, Female]/ ...kita orang kat sini jual apa yang budak suka...bila budak tak suka...bila benda tu tak habis... [Pengusahakantin, Sekolah Bandar 1, Perempuan]*

***Preference and affordability to buy healthy food options at school canteen***

* *...the near adolescents’ students are inclined to take filling food…so, they prefer to take rice, fried vermicelli, and so forth… [Principal, Urban school 2, Female]/ …murid-murid sekitar remaja ni dia lebih nak makan benda yang mengenyangkan...so dia nak makan nasi, mihun dan sebagainya… [Pengetua, Sekolah Bandar 2, Perempuan]*
* *(We) sell foods that are filling to the students… [Canteen operator, Urban school 2, Female]/ (Kami) jual makanan yang mengenyangkan murid-murid ni.... [Pengusahakantin, Sekolah Bandar 2, Perempuan]*
* *I do eat (at the canteen). If I do, it is because I was hungry… [Boy, Urban school 1]*

*/ Saya makan (di kantin). Kalau makan tu sebab saya lapar[Lelaki, Sekolah Bandar 1]*

* *…parental income (of the students) is very low…so, some students do not bring pocket money… [Principal, Rural school 1, Male]/ …pendapatan ibubapa sangat rendah…jadi kadang-kadang ada pelajar yang tak bawa duit belanja pun… [Pengetua, SekolahLuar Bandar 1, Lelaki]*

***Opportunities around healthy eating***

***Availability of healthy food options at the school canteen***

* *Let’s say if we want to make changes…say to make a policy…the canteen is only allowed to sell healthy foods...foods that are oily will not be allowed [Principal, Urban school 2, Female]/ Kalau kata kita nak membuat perubahan…katalah membuat satu polisi…kantin hanya boleh menjual makanan-makanan sihat sahaja…makanan-makanan seperti terlalu banyak minyak tu kita tak benarkan [Pengetua, Sekolah Bandar 2, Perempuan]*
* *Prepare healthier foods than unhealthy ones. We should consume fruits, vegetables and healthy foods [Boy, Urban school 1]/ Lebihkan makanan yang sihat daripada tidak sihat. Kita patut ambil buah, sayur, makanan yang berkhasiatlah[Lelaki, Sekolah Bandar 1]*

***Subsidizing healthy foods at the school canteen***

* *So only healthy food choices… the healthy ones are the ones that we give subsidies to... at a (certain) price point…but sell them at a cheaper price…as an introductory move to the (healthy) foods… [Principal, Urban school 2, Female]/ So makanan pilihan yang sihat saja…yang sihat ni mungkin kita boleh beri subsidi…pada harga (tertentu) ini…tapi dia jual harga yang murah…untuk orang buat satu pengenalan pada makanan (sihat) tu… [Pengetua, Sekolah Bandar 2, Perempuan]*
* *I think in terms of (cost) of raw materials… because the price has spiked .[Canteen operator, Urban school 2, Female]/ Saya rasa memangdarisegi (kos) bahanmentahkot...sebabhargasekarang pun (mahal) [Pengusahakantin, Sekolah Bandar 2, Perempuan]*
* *Maybe reduce the (healthy) food price…like before this, some (students) could not afford to purchase them (healthy food). [Girl, Rural school 2]/ Maybe kurangkan harga makanan (sihat)...kira sebelum ni kan setengah (pelajar) tak mampu nak beli (makanan sihat)[Perempuan, SekolahLuar Bandar 2]*

***Healthy eating education and training***

* *Maybe the best approach is (having) a campaign... awareness campaign on healthy food and so forth... maybe if University of Malaya can run a campaign together with us in school… [Principal, Urban school 1, Female]/ mungkin cara yang terbaik ialah kempen kot...kempen kesedaran tentang makanan sihat sebagainya...kalau Universiti Malaya boleh buat satu kempen bersama kami sekolah... [Pengetua, Sekolah Bandar 1, Perempuan]*
* *Sure if the Ministry is providing it (healthy cooking class) for us…we can follow the steps… just like the hospital canteen where the Ministry provides… so, if the Ministry provide it to us, it will not be an issue for us to follow. [Canteen operator, Rural school 1, Female]/ Boleh kalua pihak kementerian bagi kat kita (kelas pemasakan sihat)…kita bolehlah ikut cara-caranya…macam kantin hospital ada kementerian bagi…jadi kalua kementerian bagi kat kita tak ada masalah [Pengusahakantin, SekolahLuar Bandar 1, Perempuan]*

***Challenges around physical activity***

***Quality of PE classes***

* *In my opinion, the physical education class is boring because we often play the same sport. [Boy, Rural school 2]/ Bagi saya, kualiti membosankan sebab selalu main mainan yang sama saja[Lelaki, SekolahLuar Bandar 2]*
* *For the half an hour session, the physical education is not that long... very short. If the students are delayed, the time will be even shorter (for activities) [Boy, Urban school 1]/ Kalau yang setengah jam tu..boleh PJ pun tak lama lah..sekejap je lah. Kalau keluar lambatkan, sekejap je lah (untuk aktiviti)[Lelaki, Sekolah Bandar 1]*
* *So, sometimes the equipment is minimal…with many students (using it) …students have to wait a long time for their turn to use the equipment…have to take turns…even after the teacher has split them into smaller groups…but the waiting time is still quite long, in my opinion [Physical education Teacher, Urban school 1, Male]/ So, kadang-kadang peralatan itu terlalu minimum...dengan murid yang ramai...murid terpaksa menunggu sangat lama untuk menggunakan alat tersebut...terpaksa bergilir-gilir...walaupun cikgu dah pecahkan kepada kumpulan...tetapi waktu menunggu tu agak lama pada saya [Cikgu PJ, Sekolah Bandar 1, Lelaki]*

***Students’ participation in PE classes***

* *If we were to talk about hindrance from students themselves, there are some (the students) who are not keen to do the physical activities…they will come to the field but not participate. [Principal, Urban school 2, Female]/ Kalau kita cakap pasal kekangan dari sudut murid mungkin ada...sebab murid-murid ni semuanya bukan murid yang mahu melaksanakan aktiviti kecergasan...satu mereka akan dating ke padang tapi mereka tidak melibatkan diri [Pengetua, Sekolah Bandar 2, Perempuan]*
* *Sometimes it’s not okay, some students prefer to chat and did not join (the activities) [Girl, Rural school 1]/ Cuma yang tak okay, ada pelajar yang berborak dan tidak turut serta (aktivititersebut) [Perempuan, SekolahLuar Bandar 1]*
* *...or when they come, they come unprepared to do physical activities due to lack of interest…no awareness [Physical education teacher, Urban school 1, Male]/ …ataupun kalua dating tu dalam keadaan yang tidak bersedia untuk bersukan sebab dia tidak berminat...tiada kesedaran[Cikgu PJ, Sekolah Bandar 1, Lelaki]*
* *…especially because physical education is not subject to examination.... [Principal, Urban school 1, Female]/ …terutamanya sebab PJ ni adalah tidak dinilai dalam peperiksaan… [Pengetua, Sekolah Bandar 1, Perempuan]*

***Teachers’ commitment*** ***in PE classes***

* *The teacher is not active and often lets us decide to play (on the field) by ourselves [Girl, Rural school 2]/ Cikgu tak aktif dan terserah pada pelajar untuk bermain sendiri (di padang) [Perempuan, SekolahLuar Bandar 2]*
* *(Our) teacher often asked us to play by ourselves [Girl, Urban school 1]/ Cikgu selalu suruh pelajar main sendiri [Perempuan, Sekolah Bandar 1]*
* *It’s just that some of the activities were not performed…where most of our teachers are temporary**hence there were several activities that we are not brave enough to conduct with the students…as they are quite dangerous when not following the correct procedure. [Physical education teacher, Rural school 2, Male]/ Cuma ada segelintir aktiviti tu kami tak dapat jalankan sepenuhnya...di mana kebanyakannya (guru) bukan daripada option jadi ada sesetengah daripada aktivit itu kami tak berani ambil risiko untuk jalankan pada pelajar...sebab dia agak membahayakan tidak ikut prosedur [Cikgu PJ, SekolahLuar Bandar 2, Lelaki]*

***Opportunities around physical activity***

***Training for temporary teachers***

* *They needed help… firstly, in terms of skills (acquirement)… especially for the temporary female teacher [Principal, Urban school 1, Female]/ Merekamemerlukanbantuan…yang pertama dari segi kemahiran…terutama guru-guru perempuan bukan option [Pengetua, Sekolah Bandar 1, Perempuan]*
* *One more thing is to provide opportunity for specific training (programs) for these (temporary) teachers…so, we will be utilizing this opportunity to instill the required skills for them to teach [Physical education Teacher, Rural school 1, Female]/ dalam peringkat ketua panitia ni ada satu lagi ruang untuk buat latihan khusus untuk cikgu tu...jadi kita gunakan peluang itu untuk menerapkan kemahiran-kemahiran yang patut diajar [Cikgu PJ, SekolahLuar Bandar 1, Perempuan]*

***Encouraging students’ involvement in physical activity***

* *Increase the activities…allocate us more time…that’s all… [Boy, Rural school 1]/ Lebihkan aktiviti..tambah masa banyak... tu je lah [Lelaki, SekolahLuar Bandar 1]*
* *…so the student will become a model… he will show (correct techniques) to his friends [Principal, Urban school 1, Female]/ … jadi pelajar itu sebagai dia punya model…jadi dia akan tunjukkan (cara yang betul) pada rakan-rakan[Pengetua, Sekolah Bandar 1, Perempuan]*
* *One request … for example, we have an hour… I would utilize 15 minutes to focus on track and field (activity)… meaning if you (the students) do it seriously… I (the teacher) will allow you (the student) to play football or… other activities… it seems like they (the students) are responding (positively) to this (approach) [Physical education teacher, Urban school 2, Male]/ Satupermintaanbagidia orang…contohada masa 1 jam tu…saya kata 15 minit kita akan focus tentang olahraga…maknanya kalua kamu (pelajar) buat betul-betul/bersungguh-sungguh…cikgu akan bagi main bola ke…buat lain aktiviti ke…dengan cara tu budak (pelajar) macam dengar[Cikgu PJ, Sekolah Bandar 2, Lelaki]*

***Parental support for adolescents’ physical activities***

* *In terms of family, they told me to be active. Play sports like running to lose weight. Make the body fit. That’s all [Boy, Urban school 2]/ Kalaukeluarga, diasuruhsayaaktiflah. Main dalam sukan macam berlarikan untuk kuruskan badan. Fit kanbadan. Tu je lah[Lelaki, Sekolah Bandar 2]*
* *I like to do… what do they call it?... fitness with my mum and my dad [Girl, Rural school 1]/ Sayasuka… buat apa tu?... fitness dengan mak dengan ayah [Perempuan, SekolahLuar Bandar 1]*
* *…starting from 2018… The State Education Department has ordered us to implement SSDM…A warning letter will be issued under the system and first and second and third warnings are issued, and at the same time (after third warning), we will request the school counsellor to pay the student a house visit to investigate [Principal, Rural school 1, Male]/ mulakan SSDM=sistem sahsiah diri murid…jadi surat amaran semua dikeluarkan disitu dan amaran pertama dikeluarkan, amaran kedua dikeluarkan, amaran ketiga dikeluarkan dan dalam masa yang sama kita minta kaunselor untuk pergi ke rumah pelajar untuk selidik [Pengetua, Sekolah Luar Bandar 1, Lelaki]*