**Supplementary Table 1**: **Nutrition Education Modules based on the Health Belief Model in the Behaviorally Focused Nutrition Education Intervention in 10-12 years old Indian Adolescents**

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| **Theory Constructs** | **Expected Learners’** **Outcomes** | **Module Content and Lesson Plan** | **Educational Activities** |
| ***Knowledge*** | Understands the role of different nutrients | Food groups and food pyramid; Concept of balanced diet, a healthy plateNutrients- functions, dietary sources and deficiency | Give me 5 Food pyramid worksheetNutrient crossword |
| Knows about healthy and unhealthy dietary behaviors and activity patterns | Healthy and unhealthy dietary behaviors Healthy eating guidelinesType of activity levels- moderate to vigorous activities and sedentary activities; Activity recommendations for children | Healthy plate modelUnhealthy behavior wheelExamples of moderate to vigorous activities and sedentary activities |
| Learns about non-communicable diseases (NCD) | Overview of NCDs such as obesity, diabetes and heart disease, risk factors, causes and symptoms | ABC of NCDLet’s Brainstorm- Debate and Discussion |
| ***Perceived Susceptibility and Severity*** | Understands the chances of getting NCDsUnderstands the consequences of unhealthy eating habits, inadequate physical activity and excessive sedentary behaviors | Consequences of unhealthy dietary behaviors/habitsConsequences of inadequate physical activityPrevalence of NCDs among children globally and in India; Associated risk factors and complications  | Know your own Risk to NCDs?Statistics to show severity of adverse consequencesSymptom Checker |
| Activity Guide/ Fitness percentile20 m beep test scores |
| ***Perceived Benefits*** | Believes that bringing a change in eating habits and activity patterns can reduce the risk or seriousness of the impact Understands the benefits of better health behaviors in daily life | Benefits of healthy eating behaviorsBenefits of being active | Role play skit to compare a day in the life of ‘Ms Sust’ (Ms Lazy) and ‘Mr Tandurust’ (Mr Healthy) highlighting the influence of healthy lifestyle choices on daily activities |
| ***Perceived Barriers*** | Acknowledges the barriers that may impact the process of change in practices | Barriers to eat right everydayBarriers to be active | Break the Barrier Activity |
| Understands ways to overcome the barriers related to healthy eating and being active | Strategies to add fruits and vegetables in dietSteps to increase daily stepsWhat to eat when eating outHow to swap junk with healthy | Cooking CompetitionCase study worksheetsEating out Checklist |
| ***Cues to Action*** | Adopts strategies that promote awareness and activates ‘readiness’ to change | Fruits and Veg DiaryFood DetectiveActivity Recall | Action ContractsTiffin MonitorRecipe Video Competition |
| ***Self-efficacy*** | Shows confidence in ability to adhere to the suggested healthy guidelines  | Quiz/ case study assignments | Be an Ambassador Activity |

**Supplementary Figure 1**: **Nutrition Behavior Change Communication Model in Healthy Eating and Activity Program for School children (HEAPS) Study**

