

Appendix A: Full search strategy

(child) or (children) or (schoolchild) or (schoolchildren) or (adolescent) or (adolescents)

AND

(determinant) or (determinants) or (correlate) or (correlates) or (associations) or (relation) or (relations) or (relationship) or (relationships) or (environment) or (environmental) or (sociocultural) or (political) or (economic) or (psychosocial) or (sociodemographic) or (attitude) or (self-efficacy) or (abilities) or (opportunities)

AND

(school) or (schools) or (school-based) or (family) or (families) or (family-based) or (parents) or (parent) or (parental) or (mother) or (father) or (brother) or (sister) or (brothers) or (sisters) or (siblings) or (sibling) or (caregiver) or (caregivers)

AND

(longitudinal) or (prospective) or (follow-up) or (cross-sectional) or (cross-over) or (cohort) or (observational) or (observation) or (case-control)

AND

(physical activity) or (exercise) or (exercising) or (sport) or (sports) or (active) or (inactive) or (activities) or (walking) or (cycling) or (active transportation) or (physical fitness) or (physical endurance) or (sedentary) or (computer) or (television) or (TV) or (internet) or (games) or (recreation) or (play) or (viewing) or (nutrition) or (food) or (diet) or (intake) or (snack) or (snacking) or (snacks) or (soft drink) or (soft drinks) or (beverages) or (sweetened) or (drinks) or (water) or (juice) or (soda) or (drinking) or (breakfast) or (supper) or (lunch) or (meal) or (dinner)

Appendix B: Correlates of physical activity and their range of definitions

FAMILY ENVIRONMENT		
<i>Physical</i>		
Home equipment/ opportunities for PA	Presence of 'activity-promoting' yard features and PA items	11
	Number of exercise or fitness items at home	48
	Access to sporting and/or fitness equipment at home	59, 60, 61
Home equipment opportunities for sedentary behaviour	Sum of factors in the home environment that could possibly encourage sedentary behaviour	39
	Having electronic games at home	53
	Having pay TV at home	53
Access or ownership car	Access to or ownership of a car	46
	Having more than 1 car	57
Having a dog	Dog ownership	11, 58
<i>Sociocultural</i>		
Two-parents household	Living with one or two parents at home	7, 22, 35, 37, 45, 49, 52, 71
	Parent marital status	20, 32, 39, 57
	Divorced parents	26, 76
Number of family members	Number of persons in the household	45
Biological parents living at home	Biological mother living at home	39
Number of siblings	Number of siblings	13, 57, 71
	Number of children	32
Birth order	Birth order	32
Parental ethnicity	Mother/father born abroad	26
	Country of birth mother	32
	Country of birth father	32
	Family origin	45
	Use of English language at home	62
Parental overweight	Mother's BMI	39
	Both parents with excess weight	71
Parental age	Mother's age	39
Parental/family PA	Siblings' PA	13
	Parental MVPA	20, 72
	Parental sports participation	28, 71
	Parental PA leisure time	28
	Parental total PA	52
	Parental stage of change regarding PA	72
	Parental MET level	75
Maternal PA	Maternal total PA	4, 34, 39, 48, 59, 60, 61
	Maternal MVPA	13, 38, 43
	Maternal sports participation	45, 71
	Maternal active transportation to work	46
Paternal PA	Paternal total PA	4, 39, 48, 59, 60, 61
	Paternal MVPA	13, 38
	Paternal sports participation	71
PA with parents	Parental PA participation with their child	13, 31, 38, 39, 55
	Parents playing with child	52
Parental sedentary time	Parental screen-based behaviour	53

	(TV, computer, electronic games)	
Sedentary time with parents	TV, computer, electronic games together with the children	53
Parental attitudes/beliefs towards PA	Parental beliefs about the benefits of participating in PA	31
	Importance of their child participating in a sports team or other PA lessons	31
	Importance of their child participating in leisure time PA	31
	Perceived parental attitudes about body shape and physical fitness	34
	Parental attitudes towards active transportation to school	46
Parental beliefs towards screen-based behaviours	Parental beliefs about how expensive videos and e-games are	53
Parental enjoyment of PA	Mother's enjoyment of PA	17
Parental enjoyment of screen-based behaviours	Mother's enjoyment of using the computer	53
Parental encouragement of PA	Parental encouragement to do sports/PA	3, 39, 52, 55, 72
	Encouragement of and success in getting their child to play outside	11
	Mother's encouragement to do sports	45
	Father's encouragement to do sports	45
	Parental encouragement to walk/cycle to school	46
Family modeling	Parental modeling (e.g. using own behaviour to show children how to be active)	15
	The extent to which parents and siblings exercised with little, medium or hard effort	25
	Perceiving the family as a source of inspiration to be physically active	68
	Interest of parents in activity and their efforts to be physically active	72
Family support	Perceived parental social support	18, 19, 31
	Perceived parental informational/emotional support and instrumental/tangible aid	20
	Family engagement in supportive behaviours	25
	Talking with family about almost everything	26
	Parents attending children's sports activities	31
	Parents as coach or leader of children's sports activities	31
	Influences of family on PA (thinking the child should be physically active, encouraging child to be physically active, being physically active with child)	48, 54, 61
	Parental involvement as an overt form of support	72

Family norms	The extent to which family expected the child to exercise	25
	Influences of the family on PA (e.g. 'My mother thinks I should be physically active')	59, 60
Parental barriers	Rated frequency with which factors prevent mother from exercising	17
	Parental perceived barriers for the child to be physically active	31
Parental self-efficacy	Rated confidence in ability to set aside time to exercise when feeling sad or under stress or when family or social demands are great	17
Logistic support	Parental logistic support (e.g. taking children to places where they can be active, enrolling them in activities)	15
	Transporting their child to and from activities	31, 52
	Paying fees for participation in PA	52
	Efforts to provide access/opportunities for child to be active	72
Parental perception of child's competence in PA	Maternal perception of child's competence in PA	4
	Paternal perception of child's competence in PA	4
Parental smoking	One/both parents smoking vs. neither	39
<i>Economic</i>		
Parental education	Parental education	22, 35, 38, 46, 52, 66, 71
	Maternal education	2, 13, 32, 45, 49, 50
	Paternal education	32, 49, 50
	Education head of household	33
Household income	Monthly household income	33
	Income sufficiency	45
Parental employment status	Parental employment status	26
	Maternal employment status	3, 32, 45, 57
	Paternal employment status	32, 45
	Information about the kind of occupation	51, 65
Socio-economic status	Five characteristics (parental occupation, education, income, housing, residential area-features)	23
	Combination of educational attainment and occupational prestige for the number of working parents	37
	Parental schooling and SES self-assessment	49
<i>Political</i>		
Parental control-supervision	Parental defensive behaviour	9
	Parental supervision (e.g. supervising child while playing outside)	11
	Supervision of TV viewing	53
	Supervision of electronic games	53

Parental rules or restriction (PA)	Parental avoidance behaviour	9
	Frequency of restricting the time that child spends playing outside	13
Parental rules or restriction (screen-based behaviours)	Rules TV viewing	53
	Restriction of TV during meals	53
	Restriction of screen-based behaviours	53
SCHOOL ENVIRONMENT		
<i>Physical</i>		
Offering school sports	Number of varsity sports offered	42
	Number of intramural sports offered	42
School team/school sports participation	Participation in one of the school sports team at school	3, 45
	Participation in school sports	61
Having a PA-promoting school environment	Having a playing field	42
	Having a gymnasium	42
Condition of PA-promoting school environment	Condition of playing field	42
	Condition of gymnasium	42
Number of recreational features	Number of recreational features	42
Walking to and from school	Walking to school	1
	Walking from school	1
<i>Sociocultural</i>		
Support teacher	Low support teacher	26
	Perceiving the PE teacher as a source of inspiration to be physically active	68
Having class problems	Classmate problems (e.g. left out of the peer group)	26
	Rowdiness in the class	26
	Teasing classmates	26
	Difficulties in sitting still in class	26
PA with friends at school	Doing most of the physical activities with your friend at school	69
<i>Economic</i>		
School SES	Affluency school types	7
	SES area school	36
<i>Political</i>		
Compulsory school PA	Compulsory school PA	12
School PA policy	Having a policy to increase PA	42
	School policy towards walking and cycling	47

Appendix C: Correlates of sedentary behaviour and their range of definitions

FAMILY ENVIRONMENT		
<i>Physical</i>		
Number of TVs in the Household	Number of TVs in the home	51, 53
	Number of TVs outside respondent's bedroom	71
TV in the bedroom	TV in the bedroom	53, 56, 74
Presence of (cable/pay) TV	Having cable TV at home	8
	Having pay TV at home	53
Eating in front of TV	Family eating meals in front of the TV	30
<i>Sociocultural</i>		
Two-parents household	Living with one or two parents at home	7, 37, 53, 71
Number of siblings	Number of siblings	71
Parental ethnicity	Parental race/ethnicity	8
Parental overweight	Both parents with excess weight	71
Parental sedentary time	Parent TV watching	56
	Both parents watching TV for more than 2h/day	71
Maternal sedentary time	Mother watching TV for more than 2h/day	53, 71
	Mother watching no/a little TV vs. some/a lot (child report)	53
Paternal sedentary time	Father watching TV for more than 2h/day	53, 71
Sedentary time with parents	Parents leisure time with children watching TV and videos or using a computer	30
	Watching TV as a family	53
Parental PA behaviour	Parental participation in PA	30
PA with parents	Parental engagement in sports/PA with children	30
	PA with child during the past month	55
Parental PA preferences	Parents liking to play sports/outdoor activities in leisure time	30
Parental attitude towards TV & computer	'Inactivity is as dangerous as smoking'	30
	'Inactivity increases risk of diseases'	30
	Attitude towards children spending several hours per day watching TV	30
	Attitude towards children spending several hours per day using a computer	30
Parental enjoyment of watching TV	Parental enjoyment of screen-based behaviours	53
Parental knowledge about the recommendations	Hours per day of television experts recommend as a limit according to parents	8
Parental encouragement for PA	Parental encouragement to do sports/PA	55
Having family dinners	Having family dinners	74
Using TV as a reward	Parents using TV as a reward	53

<i>Economic</i>		
Parental education	Parental education	71
	Maternal education	2
Household income	Parental income	8
Parental employment status	Information about the kind of occupation	51
Area deprivation	The deprivation experiences by groups of people living in private accommodation in a small area	64
Socio-economic status	Combination of educational attainment and occupational prestige for the number of working parents	37
<i>Political</i>		
Parental rules or restriction	Parents have rules limiting the time spent watching television (child report)	8, 56, 74
	Parents have rules limiting the time spent playing video games (child report)	8
	Parents setting limits on time child watches television (parent report)	8
	Parents setting limits on time child plays video games (parent report)	8
	Item: 'Parents should limit children's TV time'	30
	Item: 'I use my TV/computer to entertain/keep my child quiet'	30
	Item: 'I never let my child decide how much he/she spends on TV'	30
	Parents limiting TV week	30
	Parents limiting TV weekend	30
	Parents limiting video game week	30
	Parents limiting video game weekend	30
	Parents limiting computer-use homework week	30
	Parents limiting computer-use homework weekend	30
	Parents limiting computer-use non homework week	30
	Parents limiting computer-use non homework weekend	30
	Restricting TV	53
	Allowing TV before homework	53
	Allowing TV during meals	53
	Supervision of TV	53
SCHOOL ENVIRONMENT		
<i>Physical</i>		
Afterschool context	Children report where they go after school	56
<i>Economic</i>		
School SES	Affluency school types	7

Appendix D: Correlates of breakfast consumption and their range of definitions

FAMILY ENVIRONMENT		
<i>Sociocultural</i>		
Two-parents household	Living with one or two parents at home	67
	Divorced parents	76
Parental descriptive norms	Agreement with statement that parents usually eat breakfast	41
Parental injunctive norms	Children's perceived social pressure from the parents to eat breakfast in conjunction with the motivation to comply with the parents	41
General parenting style	Indulgent vs. neglecting vs. authoritarian vs. authoritative parenting style	67
Permissive parenting practice	Example item: 'I let my child decide what he/she wants to eat'	67
Parental pressure	Example item: 'My child has to eat even if he/she is not hungry'	67
Parental rewards	Example item: 'My child gets a reward if he/she finishes his/her plate'	67
Parental encouragement through negotiation	Example item: 'I negotiate with my child how much he/she has to eat'	67
Parental catering on demands of children	Example item: 'When my child does not like something, he/she gets something he/she does like'	67
Parental avoidance of negative modeling behaviour	Example item: 'If I would like to drink soft drinks, I would restrain myself because of the presence of my child'	67
Parental verbal praise	Example item: 'I praise my child if he/she eats fruits'	67
<i>Economic</i>		
Parental employment status	Maternal employment status	10, 24, 67
	Paternal employment status	67
Area deprivation	The deprivation experiences by groups of people living in private accommodation in a small area	63
<i>Political</i>		
Parental control-supervision	Parental emphasis on breakfast	10
SCHOOL ENVIRONMENT		
<i>Sociocultural</i>		
Teacher injunctive norms	Children's perceived social pressure from the teacher to eat breakfast in conjunction with the motivation to comply with the teacher	41
School SES	Percentage of children eating free meals at school	40

Appendix E: Correlates of soft drink consumption and their range of definitions

FAMILY ENVIRONMENT		
<i>Physical</i>		
Availability at home	Availability of soft drinks in the home	16, 29
	Availability of soda pop and fruit drinks at home	70
<i>Sociocultural</i>		
Two-parents household	Living with one or two parents at home	67
Parental consumption	Parental soft drink consumption on a regular basis	29
General parenting style	Indulgent vs. neglecting vs. authoritarian vs. authoritative parenting style	67
Permissive parenting practice	Permissive parenting practice	67
Parental pressure	Example item: 'I let my child decide what he/she wants to eat'	67
Parental rewards	Example item: 'My child has to eat even if he/she is not hungry'	67
Parental encouragement through negotiation	Example item: 'My child gets a reward if he/she finishes his/her plate'	67
Parental catering on demands of children	Example item: 'I negotiate with my child how much he/she has to eat'	67
Parental avoidance of negative modeling behaviour	Example item: 'When my child does not like something, he/she gets something he/she does like'	67
Parental verbal praise	Example item: 'If I would like to drink soft drinks, I would restrain myself because of the presence of my child'	67
Having family dinners	Having family dinners	27
<i>Economic</i>		
Household income	Household poverty status	21
Parental employment status	Maternal employment status	67
	Paternal employment status	67
<i>Political</i>		
Parental limits	Parental limits on soft drinks intake	44
SCHOOL ENVIRONMENT		
<i>Physical</i>		
Availability at school	Soft drinks available at school	21
	Presence of vending machines at school	29
Access to snack bars/competitive foods at school	Access to competitive foods at school (=foods from school stores, school snack bars, fundraising activities, vending machines, and à la carte sales in the school cafeteria)	6
	Access to snack bar at school	14
Healthful school lunches	Characteristics of lunches offered at school	6

<i>Sociocultural</i>		
Promotion of healthful eating at school	Nutrition promotion practices of the schools	6
Participation in healthy school lunch	Consumption of a healthy school lunch	5
Soft drink consumption at school	Drinking soft drinks with lunch at school	16
	Soft drink purchases at school	44, 73
<i>Economic</i>		
School type	Public or private school	21