

Table S2: Detailed relevant TDF domains, themes and sample quotes from focus groups and interviews with students

TDF Domain	Main themes	Key Findings	Student Quotes
Knowledge	Cross contamination Definition of food hygiene Food microbiology Food storage Food safety Personal hygiene Use-by dates	<p>Lack of knowledge: foodborne microbes, cross contamination and food hygiene rules</p> <p>Varied knowledge: food safety and storage</p> <p>Greater knowledge: personal hygiene</p>	<p><i>"When you touch meat and then touch vegetables" [cross-contamination] (Student in England)</i></p> <p><i>"Green is for vegetables, blue for fish and red for meat..." [chopping board] (Student in Portugal)</i></p> <p><i>"Hand washing! For sure, that's very important". (Student in Hungary)</i></p> <p><i>"Salmonella. I think that's the only one I know". (Student in England)</i></p> <p><i>"Food safety also means choosing products, so do not buy products when it's dangerous, or if there were a lot of pesticides in the area..." (Student in France)</i></p> <p><i>"Tie your hair up, wash your hands, no nail varnish, and make sure you always clean up". (Student in England)</i></p>
Skills	Cooking skills a. cooking at home b. cooking for others c. Making food safe to eat Reheating foods Source of skills – mother Washing up	<p>Students reported basic cooking skills and ability to check that food is cooked properly</p>	<p><i>"We cook easy meals. When it's only cooking spaghetti or fish fingers". (Student in Portugal)</i></p> <p><i>"I've got a part time job in the holidays with my uncle who works in a breakfast type van. (Student in England)</i></p> <p><i>"You just kind of guess when it's not pink, it's done [chicken]. (Student in England)</i></p> <p><i>Interviewer: "How do you determine the end of cooking?"</i> <i>"When there is no more blood"! (Student in France)</i></p> <p><i>"You can only reheat it once [leftovers] and then bacteria starts to grow on it" (Student in England)</i></p> <p><i>"My mum said: "so don't you know how to cook?" and I told her: No, I can only help out". But you can learn!" And then she taught us". (Student in Portugal)</i></p>

Table S2: Detailed relevant TDF domains, themes and sample quotes from focus groups and interviews with students

			<i>"When I cook, a kind of a hygiene mania occurs in me, and there is nothing that I don't wash...". (Student in Hungary)</i>
Beliefs about capabilities	Ability to cook	<p>Students believe they can cook basic foods or help parents with cooking</p> <p>Students felt less capable about handling and cooking meat safely</p>	<p><i>"I make choux pastry, potatoes, meat for my parents". (Student in England)</i></p> <p><i>"Me, it's my parents who cook and when I'm alone, I cook, but the most basic possible"! (Student in France)</i></p> <p>Interviewer: <i>"And do you help out at home"?</i></p> <p><i>"Sometimes to put the frankfurter in the water" (Student in Hungary)</i></p>
Social and professional role and identity	<p>Work experience</p> <p>Family dynamics</p> <p>Role as student</p>	<p>Some students had work experience or part time jobs</p> <p>Other experience was gained at home and school</p>	<p><i>"At work I'm really strict with myself about how I handle everything...but then at home... though it's all clean at the start, there's a lot of mess everywhere". (Student in England)</i></p> <p><i>"My grandmother had a confectionery and I used to help her". (Student in Hungary)</i></p> <p><i>"The parents! It comes from education. If they teach you the right way to wash your hands, before to touch anything or to go to the toilet, or when you return home.... Then, that becomes a habit..." (Student in France)</i></p> <p><i>"I usually cook at my home. I don't like to cook in another place because I'm afraid of something going wrong". (Student in Portugal)</i></p> <p><i>"But your parents tell you to not do something but they don't expand on it, whereas at school they do..." (Student in England)</i></p>
Social influences	<p>Perceived cultural influence</p> <p>Family influence</p> <p>Media Influence</p>	<p>Cultural influence can affect students' food hygiene and safety practices</p> <p>Family environment can contribute to decision making</p> <p>Students are influenced by media and celebrity chefs</p>	<p>Interviewer: <i>"Do you wash it"? [chicken]</i></p> <p><i>"Yeah, I'd rinse it off before I chop it".</i></p> <p>Interviewer: <i>"Why do you do that"?</i></p> <p><i>"Because my mum told me to". (Student in England)</i></p> <p><i>"Bleeding, I prefer"! (Student in France)</i></p> <p><i>"My mum teaches me some recipes and how to recognise spoiled food". (Student in Portugal)</i></p>

Table S2: Detailed relevant TDF domains, themes and sample quotes from focus groups and interviews with students

			<p><i>"I watch "MasterChef" on TV ... and it makes you want to present and cook better"</i> (Student in France)</p> <p><i>"I feel like it should be added in [food hygiene] but not so much in depth because people wouldn't watch it as much [TV programmes with celebrity chefs]". (Student in England)</i></p>
Beliefs about consequences	<p>Food hygiene concerns</p> <p>high-risk foods</p> <p>low-risk foods</p> <p>importance of hand-washing</p> <p>Beliefs about foodborne illness</p> <p>Belief that home is a safe environment</p>	<p>Students reported some food hygiene concerns about school canteens and restaurants.</p> <p>A lack of concern about the consequences of foodborne illness in their day to day life was reported.</p> <p>Students felt that home was the most trusted environment to avoid foodborne illness.</p>	<p>Interviewer: <i>"Has it ever happened, that you were worried about the school canteen or a restaurant"?</i> <i>"Of course, in my previous school canteen, mice were on the floor". (Student in Hungary)</i></p> <p><i>"There was some gyros buffets [meat cooked on a rotisserie]...Once... my brother got poisoned by the gyros, he had diarrhoea, so we always choose where to eat and avoid cheap". (Student in Hungary)</i></p> <p><i>"It's not that severe, it's just puking and having a bit of a headache... I've never really been worried about it [food poisoning]". (Student in England)</i></p> <p><i>"It can cause stomach pain, vomiting ... and after, others more serious". (Student in France)</i></p> <p><i>"I was very hungry, so I had three or four pieces of raw chicken breast"" (Student in Hungary)</i> Interviewer: <i>"And something happened"?</i> <i>"Nothing". (Student in Hungary)</i></p> <p><i>"We trust our parents cooking more... because we eat it all the time" (Student in England)</i></p> <p><i>"At home if something going wrong nobody will complain (Student in Portugal)</i></p>
Environmental context and resources	<p>Barriers to learning about food safety</p> <p>Ideas for future resources</p>	<p>Barriers include: lack of lack of resources, facilities or education at school</p>	<p><i>"Unfortunately...on the school computers, YouTube is blocked... for the student's computers". (Student in England)</i></p> <p><i>"Would be nice to have a small course by going to see the kitchen of the canteen". (Student in France)</i></p>

Table S2: Detailed relevant TDF domains, themes and sample quotes from focus groups and interviews with students

	School environment and resources	Students suggested new resources could include: games, apps, videos, posters	<p><i>"We should make presentations, we shouldn't just be sitting and listening to the teacher and making notes, because nothing will stick. And we can't prepare for life" (Student in Hungary)</i></p> <p><i>"There is no soap or gel [at school]". (Student in France)</i></p> <p><i>"There are queues. I'm the first to arrive. But people are hungry and they don't wash hands... they want to eat". (Student in Portugal)</i></p> <p><i>"We do not have a great presence of cooking and eating subjects at school". (Student in Portugal)</i></p>
Reinforcement	Negative reinforcement Positive reinforcement Classroom routines Reminders	<p>Negative reinforcement included warnings, shock images, real life situations and examples of foodborne illness</p> <p>Positive reinforcement included parents giving praise for cooking and good hygiene</p> <p>Routines; washing hands is mandatory in some schools</p>	<p><i>"We would get a warning, and be told what we did wrong, so it's what we can improve". (Student in England)</i></p> <p><i>"We should not be afraid to show some shocking images...precisely, to shock them!... when you see the HORRIBLE conditions stuff...certainly, that shocks, but at least, that stays! And you think about it every time you cook". (Student in France)</i></p> <p><i>"To go home with something to show your family – "(Student in England)</i></p> <p><i>"It's just a routine". (Student in England)</i></p> <p><i>"When we're cooking, my mum usually says that we have to wash our hands and food". (Student in Portugal)</i></p>