



Table S1. CPD_t meetings in chronological order, including modality, contents, and learning strategies.

Modality	Session topic	Content	Active learning strategy
<i>Preliminary meeting</i> • mixed (online, in-presence) • all PE teachers (IG, CG)	Data collection	- How to fill in the survey for PE teachers - How to administer survey to students - Description of fitness tests aims and materials - How to conduct fitness tests at school with students - How to report result of fitness tests	• Clarification pauses
<i>Webinar 1</i> • online • 1 group (IG)	PA promotion and SB prevention at school and in PE	- Prevalence of physical inactivity in Italy - Documents with evidence-based guidelines to promote PA and prevent SB - The socio-ecological model of PA by Bauman et al., 2012 - PE teacher's role in promoting PA through PE - The concept of physical literacy and physically educated person - Practical implications for PE teachers - National and international guidelines on PA and SB - Reflections on PA and PE during the COVID-19 pandemic	• Visual list • Clarification pauses
<i>Workshop 1</i> • online • 4 subgroups (IG)	Barriers and facilitators to PA	- Individual introduction of participants - Barriers and facilitators to personal and students' PA - How PE teachers can help students in overcoming PA barriers	• Think-pair-share • Visual lists • Large group discussion
<i>Webinar 2</i> • online • 1 group (IG)	Underpinning theories and concepts beyond youth PA promotion	- The construct of motivation - Self-Determination Theory - Benefits of intrinsic motivation - Basic needs satisfaction and PE teachers need-supportive behaviours - Motivational climate in PE and its impacts on students - Enjoyment in PA and PE and its determinants/barriers - How to investigate students' enjoyment in PE	• Clarification pauses
<i>Webinar 3</i> • online • 1 group (IG)	Strategies and techniques to promote PA among students	- PA types and settings - Self-regulation mechanism, goal setting, action planning, self-monitoring - How to help students to set SMARTER goals - How to guide students to plan and monitor PA - Using non-controlling and informal language in PE - Digital technologies to manage an active lifestyle - How to use digital technologies with students to encourage planning and self-monitoring of PA and receive objective feedback - Presentation of the FitBack web-based tools to receive feedback on fitness	• Individual feedback • Large group discussion
<i>Workshop 2</i> • online • 4 subgroups (IG)	Team Pentathlon	- Principles, structure, timeline and aims - How to measure intensity and duration of PA - How to compute pentathlon points and PA categories - Example of paper materials to monitor students' activities	• Brainstorming • Large group discussion

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<i>Workshop 3</i> • online • 4 subgroups (IG)	Adaptations of Team Pentathlon	- How to adapt the Team Pentathlon to students and classes' needs - How to use, create and propose paper and digital materials to self-monitoring and planning of PA - New PA categories for students within the PE4MOVE project - Example of Team Pentathlon adaptation	• Problem solving • Large group discussion
<i>Workshop 4</i> • online • 4 subgroups (IG)	Assessment in PE	- Assessment, measures, test, data - AIESEP position statement on PE assessment - Assessment for learning	• Visual lists • Individual feedback • Large group discussion
<i>Webinar 4</i> • online • 1 group (IG)	Preliminary results and community of practice	- Results from data collection (t₀) with students of the PE4MOVE project - PE teachers' community of practice and future prospective	• Clarification pauses