**Intervention component** | **Description** | **Type of intervention**  
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**School Outdoor area** | The objective is to enhance the schoolyard as an arena for self-organized play, sports and PA – both during and outside school hours. The school outdoor area will be redesigned or remodelled based on student input to facilities and environments promoting PA. On average each school has 12.000€ to upgrade the part of the school yard intended for lower secondary education. | Physical environment  
**Playspot** | A new venue for physical activities and socializing for adolescents. Normally playgrounds are intended for small children. However, Norwegian and Danish examples show that it is possible to create playgrounds that appeal to youth and adults. This part of the intervention will be undertaken in dialog with the Danish Foundation for Culture and Sports Facilities and an Architect & Landscape company. The playspots will be established by Summer 2011, and the construction cost of each playspot is on average 151.000€ (65.000-250.000€)[44]. | Physical environment  
**Active transport/ Safe routes to school** | The objective is to encourage more children to cycle and walk in the local area. To increase active transportation the effort comprises: analyzing the possibilities for and limitations to cycling and walking, together with mapping of accident locations; prioritizing traffic regulation: speed-reducing mechanisms, car-free zones, traffic-sign warnings, accident-reducing facilities at intersections, one-way traffic, school traffic patrols, etc.; marking and signposting safe routes for walking and cycling. To finance this part we applied for funding from the Danish Road Council in fall 2010. | Organizational & Physical environment  
**Club fitness** | The objective is to provide possibilities for students to participate in organized teen-fitness activities irrespective of the individual user’s physical capacity, with flexible opening hours at a low cost. In studies of barriers to PA it has been demonstrated that adolescents, despite a lack of interest, are attracted to fitness, dance, aerobics, and workout [45]. This effort will be jointly undertaken with a special unit under the Danish Sports Associations DGI/DIF which support local initiatives for non-profit fitness (www.foreningsfitness.dk). The effort comprises the following: the establishment of non-profit organized fitness in each of the intervention districts; professional support from sport organizations to local organizations; and professional exercise instruction to provide guidance and support for any newcomers, based on the experience of similar exercise instruction elsewhere. | Organizational & Physical environment  
**Physical Activity Policy** | Every school and their school board have prepared and adopted a physical activity policy with aims, goals, and objectives for how to promote PA in the school domain, including the school outdoor areas, outdoor breaks, active transportation, and school projects about physical activity. | Organizational  
**Kick starters** | A kick starter is a specially trained teacher that initiates and motivates for PA during breaks, especially for students in 6-8th grades. 3-4 teachers from each intervention school have by January 2011 completed the “kick starter education” offered by University College Lillebaelt in the Region of Southern Denmark, and the intervention was implemented subsequently. | Organizational  
**School play patrol** | Students in 6-7th grade are educated in initiating play and games for minors. From each school 8-10 students were trained for the school play patrol. Besides the promotion of PA and play, the purpose of the play patrol is to improve the social environment among students at school across age, gender and social class. This effort was developed and implemented jointly with the Danish Cancer Society that for several years has been working on the development of play and movement in school yards (www.legepatrulje.dk). The students completed the school play patrol education in fall 2010, and the intervention was implemented subsequently. | Organizational  
**Outdoor recess and open access to gym or sports hall** | Mandatory outdoor recess all year for students in 6-9th grade was implemented in the intervention schools by August 2010. The students will be outdoors in the school breaks, for at least 20 minutes every day. Some schools have the possibility of open access to the school gym or sports hall in recess during winter, which can substitute the outdoor break. | Organizational  
**School traffic patrol** | Students from 6th grade and above have the opportunity to attend the school traffic patrol. The main purpose is to help minors cross the streets near the school. The programme is offered by the Danish Road Safety Council (www.sikkertrafik.dk), and the local police department educate the student. In fall 2010, selected students received the training, and the school traffic patrol was implemented subsequently. | Organizational  
**Cyclist education** | All students in 6-7th grade are educated in good and safe cyclist behaviour. The cyclist safety programme is offered by the Danish Road Safety Council (www.sikkertrafik.dk). After training courses, the students will complete a cycle safety test containing both practical and theoretical elements. | Organizational  
**School projects** | In a scheduled week (week 42 in October) in 2010 and 2011 there will be a week focused on learning about and doing PA during school lessons. The purpose is to increase the students’ knowledge about PA and health, and to be physically active for at least 60 minutes each day during the school day. At the end of the week, on Friday, the National School Exercise Day takes place, and in 2010 the national information campaign Get Moving (Getmoving.dk) took place in same week with the aim of spreading the message that children and young people must be active for at least 60 minutes a day. | Organizational