<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>SESSION 2</th>
<th>SESSION 3</th>
<th>SESSION 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>3 weeks after baseline</td>
<td>6 weeks after baseline</td>
<td>3 months after baseline</td>
</tr>
</tbody>
</table>

**Engaging:** intro video coach

**Focusing:** the participant is asked about his/her favorite PA and receives feedback.

**Focusing:** feedback on PA behavior: feedback is given on the current amount of PA and how this amount relates to the PA guideline.

**Evoking:** importance ruler + follow up questions and feedback

**Evoking:** expert video with information about PA opportunities

**Evoking:** the participant is asked about personal important values, and to link these values to PA.

**Evoking:** expert videos with information about the possible benefits of PA

**Evoking:** confidence ruler + follow up questions and feedback

**Engaging/evoking:** videos with narratives on confidence of PA

**Evoking:** the participant is asked to describe a situation in which he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** intro video coach

**Evoking:** the participant is prompted to identify new reasons for becoming more physically active.

**Evoking:** if the participant would get more physically active, what would be the consequence in 5 years?

**Evoking:** importance ruler and ipsative feedback (comparing current importance score with importance score from session 1)

**Evoking:** the participant is prompted to identify personal strengths that allowed him/her to realize the achievement from the ‘looking back’ exercise from session 1.

**Evoking:** importance ruler + follow up questions and feedback

**Engaging/evoking:** videos with narratives on importance of PA

**Evoking:** expert video with information about PA

**Evoking:** the participant is asked to indicate how well he/she managed to successfully execute the plan.

**Evoking:** expert videos with information about the possible benefits of PA

**Evoking:** confidence ruler + follow up questions and feedback

**Engaging/evoking:** videos with narratives on confidence of PA

**Evoking:** the participant is asked to describe a situation in which he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** outro video coach

**Evoking:** confidence ruler and ipsative feedback (comparing current confidence score with confidence score from session 1)

**Evoking:** the participant is asked to indicate how well he/she managed to successfully execute the plan.

**Evoking:** the participant is asked to indicate how well he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** importance ruler + follow up questions and feedback

**Evoking:** if the participant would get more physically active, what would be the consequence in 5 years?

**Evoking:** importance ruler + follow up questions and feedback

**Engaging/evoking:** videos with narratives on importance of PA

**Evoking:** expert video with information about PA opportunities

**Evoking:** the participant is asked about personal important values, and to link these values to PA.

**Evoking:** expert videos with information about the possible benefits of PA

**Evoking:** confidence ruler + follow up questions and feedback

**Engaging/evoking:** videos with narratives on confidence of PA

**Evoking:** the participant is asked to describe a situation in which he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** outro video coach

**Evoking:** if the participant would get more physically active, what would be the consequence in 5 years?

**Evoking:** the participant is asked to indicate how well he/she managed to successfully execute the plan.

**Evoking:** the participant is asked to indicate how well he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** outro video coach

**Evoking:** importance ruler + follow up questions and feedback

**Evoking:** if the participant would get more physically active, what would be the consequence in 5 years?

**Evoking:** the participant is asked to indicate how well he/she managed to successfully execute the plan.

**Evoking:** the participant is asked to indicate how well he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** outro video coach

**Evoking:** importance ruler + follow up questions and feedback

**Evoking:** if the participant would get more physically active, what would be the consequence in 5 years?

**Evoking:** the participant is asked to indicate how well he/she managed to successfully execute the plan.

**Evoking:** the participant is asked to indicate how well he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach

**Engaging:** outro video coach

**Evoking:** importance ruler + follow up questions and feedback

**Evoking:** if the participant would get more physically active, what would be the consequence in 5 years?

**Evoking:** the participant is asked to indicate how well he/she managed to successfully execute the plan.

**Evoking:** the participant is asked to indicate how well he/she succeeded in completing a very challenging task.

**Planning:** the participant is given the option to make a PA plan

**Engaging:** outro video coach