

Supplementary material:

Table S1: Inclusion/exclusion criteria

Inclusion/exclusion criteria:		
	Inclusion	Exclusion
Population	European, ideally UK based research. n > 10 (if experimental)	Children Non-humans n < 10
Intervention	Psychological barriers to behaviour change	Medical interventions (i.e., health-related research). Environmental structuring
Comparison	Different psychological barriers and subsequent impacts	
Outcomes	<u>Behavioural actions</u> : Measured actual meat consumption or intended meat consumption <u>And</u> : <u>Behavioural determinants</u> : psychological barriers, values, attitudes, habits	
Study design	Empirical study Experimental Quasi-experimental Qualitative	Theoretical Modelling Review
Study design context	Real-world	Lab-based (in order to ensure external validity of measures)
Conceptual	Psychological barriers Reduced meat consumption Increased meat alternatives Move to vegetarianism/veganism/pescatarianism/flexitarianism/climate-friendly diet/sustainable food consumption, etc. Climate-friendly/ eco-friendly/ sustainable consumption	Health-related behaviour change
Time	Since 2010	Pre 2010
Type of publication	Academic publications	Anything else, i.e., media, blogs, theses.

	Grey Literature (Gov. reports, NGO reports, third party consultant reports, etc.)	
		If full text not available through University of Leeds. Non-English language

Table S2: Search strings and returned results

Date searched	Database and Indexes	Search string	Results returned	Downloaded	Date Downloaded
10/03/2020	WOS (Indexes=SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, ESCI Timespan=All years)	TOPIC: (behav* OR intake OR consum* OR eat* OR drink* OR buy* OR purchas* OR spend* OR choice OR choos*) AND TOPIC: (meat replace* OR "plant-based" OR "vegan*" or "vegetarian*" or reduce meat consum*) NOT TOPIC: (child* OR adolescent* OR infant* OR baby OR babies OR toddler* OR teenager* OR pregnan* OR weaning) NOT TOPIC: ("major clinical study" OR "controlled clinical trial") AND TOPIC: ("value" OR "belief" OR "intent*" OR barrier OR psycholog*) AND TOPIC: (climate OR carbon)	131	131	10/03/2020
10/03/2020	Scopus	(TITLE-ABS-KEY (behav* OR intake OR consum* OR eat* OR drink* OR buy* OR purchas* OR spend* OR choice OR choos*) AND TITLE-ABS-KEY (meat AND replace* OR "plant-based" OR "vegan*" OR "vegetarian*" OR reduce AND meat AND consum*) AND TITLE-ABS-KEY ("value" OR "belief" OR "intent*" OR barrier OR psycholog*) AND TITLE-ABS-KEY (climate OR carbon) AND NOT TITLE-ABS-KEY (child* OR adolescent* OR infant* OR baby OR babies OR toddler* OR teenager* OR pregnan* OR weaning) AND NOT TITLE-ABS-KEY ("major clinical study" OR "controlled clinical trial"))	87	87	10/03/2020

10/03/2020	Google Scholar	psychological "barrier" meat consumption vegetarianism veganism climate carbon	1640 (200 sifted)	29	10/03/2020
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PRISMA flow diagram



PRISMA 2009 Flow Diagram

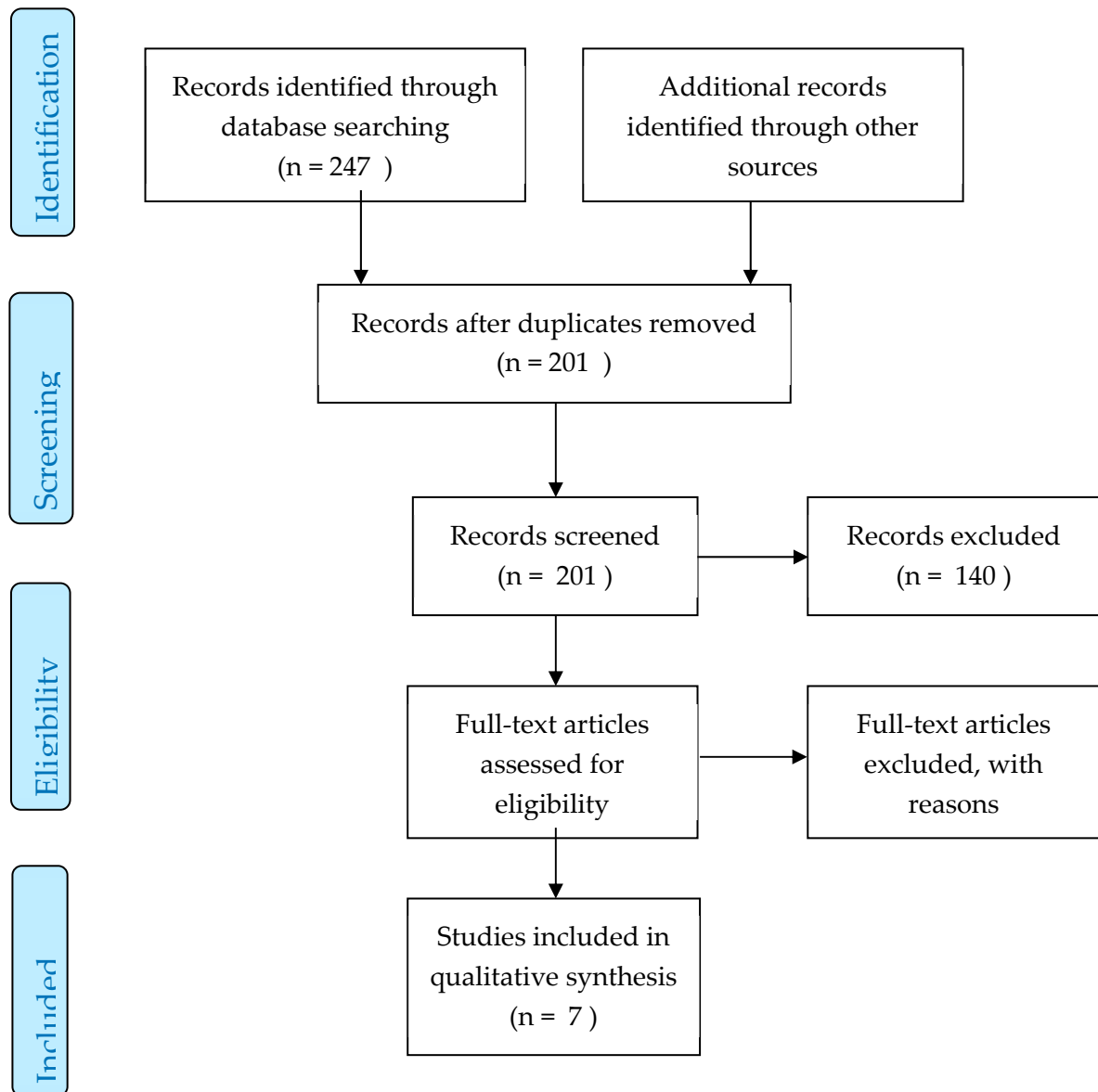


Figure S1. PRISMA flow diagram.

From: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses:

The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed1000097

For more information, visit: <http://www.consort-statement.org/>

1 Data extraction framework questions

Study Design

- Code
- Date of review
- Reference
- Full citation
- Journal
- keywords used
- Research Question addressed/hypotheses
- Participants (sample size, etc.)
- Spatial context, timeframe
- Study design
- Specific barriers measured
- Metrics used
- Other psychological determinants measured
- External factors measured (co-variants)
- Theoretical framework applied

Findings

- Main findings
 - Dependent variable ('behavioural outcome' measured with metric)
 - Impact of barriers measured
 - Explanation
 - Effect of co-variates/other variables
 - Type of analysis conducted
 - Factoral analysis (distinction/exploration between barriers/variables)
 - Impact on intended/ actual meat consumption
 - Policy recommendations (how can barriers be overcome?)
 - Future research
 - Acknowledged limitations
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- Reviewer's narrative summary
 - Notes

2 Critical Appraisal (adapted from Rees et al. (2009, p140-142) [43])

- Code
- Date of review
- Reference
- Full citation
- “Were steps taken to increase rigour in the sampling? Consider whether: the sampling strategy was appropriate to the questions posed in the study (e.g., was the strategy well reasoned and justified?); *attempts were made to obtain a diverse sample of the population in question (think about who might have been excluded; who may have had a different perspective to offer); characteristics of the sample critical to the understanding of the study context and findings were presented (i.e. do we know who the participants were in terms of, for example, basic socio-demographics, characteristics relevant to the context of the study, etc.).” (p.140)

Score /3

- “Were steps taken to increase rigour in the data collected? Consider whether: *data collection tools were piloted/(and if quantitative) validated; *(if qualitative) data collection was comprehensive, flexible and/or sensitive enough to provide a complete and/or vivid and rich description of people’s perspectives and experiences (e.g. did the researchers spend sufficient time at the site/with participants? Did they keep ‘following up’? Was more than one method of data collection used?); * steps were taken to ensure that all participants were able and willing to contribute (e.g. processes for consent, language barriers, power relations between adults and children/young people).” (p.140)

Score /3

- “Were steps taken to increase rigour in the analysis of the data? Consider whether: * data analysis methods were systematic (e.g. was a method described/can a method be discerned?); *diversity in perspective was explored; * (if qualitative) the analysis was balanced in the extent to which it was guided by preconceptions or by the data); *the analysis sought to rule out alternative explanations for findings (in qualitative research this could be done by, for example, searching for negative cases/exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity; in quantitative research this may be done by, for example, significance testing).” (p.140)

Score /3

- “Were the findings of the study grounded in/ supported by the data?
Consider whether: *enough data are presented to show how the authors arrived at their findings; *the data presented fit the interpretation/support claims about patterns in data; *the data presented illuminate/illustrate the findings; *(for qualitative studies) quotes are numbered or otherwise identified and the reader can see that they don’t just come from one or two people.” (p.141)
Score /3
- “Please rate the findings of the study in terms of their breadth and depth.
Consider whether: (NB: it may be helpful to consider ‘breadth’ as the extent of description and ‘depth’ as the extent to which data has been transformed/analysed); *a range of issues are covered; * the perspectives of participants are fully explored in terms of breadth (contrast of two or more perspectives) and depth (insight into a single perspective); *richness and complexity has been portrayed (e.g. variation explained, meanings illuminated); *there has been theoretical/conceptual development.” (p.141)
Score /3
- “What weight would you assign to this study in terms of the usefulness of its findings for this review?” Consider: *the match between the study aims and findings and the aims and purpose of the synthesis; *its conceptual depth/explanatory power.” (p. 142)
Score /3
- Total score (/18)
- Low/medium/high classification
- Narrative assessment