

## Supplementary material

### *Supplementary Material 1: Interview guide*

- 1) How have you found participating in the schools' project? (Icebreaker question)
  - Was there anything that worked well?
  - Was there anything that didn't work well?
  
- 2) Were there any experiences during the project that you found challenging or made you stop and think?
  
- 3) What are your thoughts on the wider role health professionals can play in addressing societal challenges?
  - Did this project change how you view your current and/or future role as a health care professional? If so, how?
  - Did it change your thoughts on the values or attitudes that are important as a healthcare professional? If so, how?
  - Has this project influenced your behaviour moving forwards? If so, how?
  
- 4) Did engagement in the schools' project have any impact on you personally or professionally?
  - Did the project change how you view yourself or the challenges facing our society? If so, how?
  - Will you do anything different in your practice moving forward?

Is there anything else you'd like to share with us about your experience?

### ***Supplementary 2: Group interview guide***

- 1) How have you found participating in the schools project? (Icebreaker question)
  - Was there anything that worked well?
  - Was there anything that didn't work well?
- 2) What are your thoughts on the role that healthcare professionals play in society?
  - Has participating in the session changed your thoughts about what it's like to be a healthcare professional or healthcare student?
  - If yes, how? If no, why not?
    - i. Has this changed how you might seek advice and help, if you need to?  
If so, how?
    - ii. Has this changed your thoughts on a career in healthcare? If so, how?
      1. If your thoughts have changed, do you think this will influence your behaviour/actions moving forwards? If so, how?
- 3) What did you learn from attending the teaching session?
  - How did you feel discussing these topics with the medical students?
  - Were there any parts of the session that made you think differently about mental health?
- 4) Is there anything else you'd like to share with us about your experience?

**Supplementary Material 3: Logistical recommendations**

<b>Logistical issue</b>	<b>Recommendation</b>
Sessions were spread too far apart	The medical students in this study voiced a desire for all the sessions to be scheduled closer together, to aid momentum towards the delivery session. Timing is a critical consideration and should take into account momentum when considering student engagement in a service-learning project
Conflict of project delivery with exam revision	Assessments are a powerful motivator, and the drive to revise decreased engagement in the project. Consider project delivery alongside assessment timelines and try to schedule the project earlier in students' year to avoid this conflict. Where possible, the focus of the project should be represented in assessment strategies.
Lack of engagement in groupwork	Consider how the project fits within existing curriculum. Provide space for collaborative peer relationships to develop throughout other teaching sessions and maintain consistent groups through teaching sessions to improve group cohesion and engagement.
Teacher and pupil input in lesson planning	There was a desire for this amongst medical students, and it is likely that involvement at the planning stage would have improved the level at which content was pitched. School pupil, or service user voices are particularly important.
Last minute changes to pupil numbers or to session facilitators	Flexibility should be considered within lesson planning, and students should be encouraged to plan for changes in both pupil and facilitator numbers.
Managing school pupil engagement	Addressing content issues and boredom may go some way to remedying this. Medical students appreciated schoolteacher support in managing behaviour, both prior to sessions in planning (what is likely to be well received, how to respond to behaviour challenges), and during the session to keep the class on task. We also heard direct requests from school pupils for interactive methods.
Space for questions on medicine and higher education	This request was inconsistent between groups. A consistent, recommended format for providing the space for questions on being a medical student, or being at

university is likely to be useful, especially in secondary school when pupils may be considering future careers. We heard how these discussions happened naturally without planning, and formalising this may prove useful in breaking the ice with the school pupils and aiding interaction within sessions.