Table DS1 Study characteristics

Reference and country	Study type	n	Participant characteristics	Schools, n and group allocation	Intervention group	Comparison group	Follow-up	Outcome measures used in study
Economou et al (2011)[32] (Greece)	Cl-RCT	616	School pupils age 13–15, mean age 13.8	11 schools Intervention and control class from each	Schizophrenia intervention Education and experiential, 2 h semi-structured programme including role-play, led by outside professionals (psychiatrist and psychologist) (n = 308)	A talk about nutrition and healthy living, by external professionals (n = 308)	Post-test and 12 months	Selected questions from Alberta Pilot Site Questionnaire: beliefs attitudes and social distance
Pinto-Foltz et al (2011)[40] (USA)	Cl-RCT	156	Female school pupils in Year 9 and 10, mean age 15	2 schools Year 9 from one and Year 10 from other as intervention (vice versa for control)	Mental health intervention. 'In Our Own Voice' Education and contact. 60–90 min duration, including narrative storytelling, discussion and video delivered by people with lived experience (n = 95)	No intervention (n = 61)	1, 4 and 8 weeks	Revised Attribution Questionnaire 'In our Own Voice' Knowledge Measure
Saporito et al (2011)[34] (USA)	RCT	159	School pupils, mean age 15.7	1 school Individual pupils from physical education classes assigned to intervention or control	Mental health intervention Education and indirect contact (video) 35 min presentation Interactive power point, video (of young person with attention-deficit hyperactivity disorder and depression), delivered by psychology students (n = 80)	At same time 35 min video presentation (not interactive) Intervention on smoking (n = 76)	Post-test	Modified Community attitudes towards the mentally ill – CAMI, social restrictiveness scale only Attitudes to seeking help Brief Implicit Association Test (IAT) Semantic differential scales – explicit attitudes Willingness to seek treatment Positive and Negative Affect Schedule (PANAS)
Ventieri et al (2011)[31] (Australia)	NRT	228	Primary school pupils in grade 5 and 6, age 9–12	5 schools 1 school intervention, 4 as control	Mental health intervention Education and experiential (role-play) 2 lessons, 90 min and 75 min on consecutive days. Delivered by a 'consultant teacher' and facilitated by first author (n = 69)	No intervention (n = 126)	Post-test and 4 months	Attitude measure, designed for this research Social distance measure Knowledge measure designed to match this intervention
Wahl et al (2011)[30] (USA)	NRT	409	School pupils, grade 7–8, mean age 12.5	4 schools Intervention and control class from each	Mental health intervention 'Breaking The Silence' Education 3 interactive activity sessions in 1 week delivered by class teacher (n = 106)	No intervention (n = 87)	Post-test and 6 weeks	Knowledge and Attitude scales developed for study (and piloted previously) A social distance scale modified for children
Robinson et al (2010)[39] (Australia)	NRT	343	Male school pupils, year 10, age 14–16, mean age 15.2	1 school 13 classes, each assigned to either intervention or control groups	Depression intervention Education and contact 2 h workshop. Inter-active keypad, video, animations, communication game and role-play Run by 1 external, 1 pastoral teacher and a famous sportsman with lived experience (n = 118)	No intervention (n = 128)	Post-test	Questionnaire based on those used in the National Mental Health Literacy survey (covering depression recognition, help-seeking, help to others, stigma and attitudes)
Chan et al (2009)[33] (Hong Kong)	Cl-RCT	390	School pupils in grade 9, age 13–18, mean age 14.6	3 schools 10 classes across the schools assigned to 1 of 3 comparison groups	Schizophrenia intervention Delivered by author or psychologist trainee 3 comparison groups: (1) Education and indirect contact, 15 min video (recovery from schizophrenia) then a 30 min demythologising lecture (n = 73); (2) Education and indirect contact, lecture then video (n = 94)	(3) Education, lecture only (n = 88)	Post-test and 1 month	Public Stigma Scale Social Distance Scale Knowledge Test
Conrad et al (2009)[38] Germany	?NRT	210	School pupils in year 9 and 10, age 13–18	4 schools Unclear if intervention and control groups from each school, or if different sites used as comparison	Mental health intervention. 'Crazy? So What!' 1-day programme of interactive education and contact Delivered by professionals and young people with lived experience (n = 120)	No intervention (n = 90)	3 months	Self Efficacy Scale Help-seeking behaviour Social distance

CI-RCT, cluster randomised controlled trial, RCT, randomised controlled trial; NRT, non-randomised controlled trial; No intervention, normal lessons.

(continued)

Table DS1 Study characteristics (continued)

Reference and country	Study type	n	Participant characteristics	Schools, n and group allocation	Intervention group	Comparison group	Follow-up	Outcome measures used in study
Naylor et al (2009)[29] (UK)	NRT	416	School pupils in year 10, age 14–15	2 schools 1 school intervention, 1 school control	Mental health intervention Education, experiential and (non-contact) video 6 × 50 min weekly lessons by tutors, including video and role-play (n = 174)	No intervention (n = 242)	6 months	Strengths and Difficulties Questionnaire Specifically developed Mental Health Quiz (modified from Royal College of Psychiatry questionnaire for adults)
Pitre et al (2007)[28] (Canada)	CI-RCT	173	Primary school pupils in grade 3–6, age 8–11	5 schools Schools assigned to be intervention or control	Mental health intervention Education 3 × 45 min puppet-show plays written and performed by the authors, depicting schizophrenia, dementia, depression/anxiety, aimed at 'demythologising'. Over what duration? (n = 93)	No intervention (n = 51)	Post-test	Modified Opinions about Mental Illness (OMI) – refactored and modified
Rickwood et al (2004)[37] (Australia)	CBA	457	School pupils age 14–18, mean age 16	8 schools 7 schools as intervention 1 school as control (absentee students from intervention school also used in control group)	Mental health intervention 'The MIE-ACT program' Education and contact One interactive, standardised, presentation including personal stories given by pairs of people with lived experience. 50–90 min duration (n = 309)	No intervention (n = 148)	Post-test	Stigma score: novel questions about attitude and social distance after vignette Knowledge: novel quiz General Intentions to Seek Help Questionnaire
Schulze et al (2003)[36] (Germany)	CBA	150	School pupils age 14–18, mean age 14.8	5 schools Intervention and control groups from each	Schizophrenia Intervention. 'Crazy? So What!' Education and contact: 1 week interactive programme. Delivered by ?external professionals, included 2 days with young people with lived experience	No intervention – different project group running at school (n = 60)	Post-test and 1 month	Specifically developed questionnaire to assess stereotypes of schizophrenia and social distance
Ng & Chan (2002)[35] (Hong Kong)	CBA	219	School pupils, age 13–21	13 schools Intervention and control groups from each	Mental health intervention Education and contact 10 weekly 1 h sessions delivered by external professionals (social workers), promotion day organised by students, talks, exhibits, contact with patients in mental health hospitals (n = 117)	No intervention (n = 102)	Post-test and 7 months	Opinion about Mental Illness in Chinese Community developed by authors, based on OMI
Esters et al (1998)[25] (USA)	CBA	40	School pupils in ninth grade, age 13–17, mean age 14.7	1 school Intervention and control group selected	Mental health intervention Education and (non-contact) video led by experimenters Delivered during 3 regularly scheduled health classes over 3 days (n = 20)	No intervention (n = 20)	Post-test and 12 weeks	The OMI Questionnaire Fischer-Turner Pro-Con attitude scale Question about help-seeking
Rahman et al (1998)[24] (Pakistan)	CI-RCT	100	School pupils in year 8, age 12–16	4 schools 2 schools as intervention, 2 as control	Mental health intervention Education and experiential Diverse intervention programme over 4 months including daily lectures, plays and competitions led by external professionals (n = 50)	No intervention (n = 50)	Post-test (after the 4-month pro-gramme)	19-item questionnaire designed for study: knowledge and attitudes about 5 mental illnesses
O'Kearney (2009)[27] (Australia)	CBA	157	Female school pupils in year 10, age 16–17	One school Classes assigned to either intervention or control	Depression intervention Education: MoodGYM (Education and cognitive–behavioural therapy (CBT) skills), 5 × 30–60 min online modules, weekly (n = 67)	No intervention (n = 90)	Post-test and 5 months	Secondary Outcomes. Attitudes: the 9 items from the personal attitudes subscale of the Depression Stigma Scale Depression Literacy Scale
O'Kearney et al (2006)[26] (Australia)	CBA	78	Male school pupils in year 9, age 15–16	One school Classes assigned to either intervention or control	Depression intervention Education: MoodGYM (Education and CBT skills), 5 × 30–60 min online modules, weekly (n = 40)	No intervention (n = 38)	Post-test and 5 months	Attitudes as secondary outcome: the 9 items from the personal attitudes subscale of the Depression Stigma Scale

CI-RCT, cluster randomised controlled trial; NRT, non-randomised controlled trial; CBA, controlled before–after studies; No intervention, normal lessons.